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ABSTRACT

This is one of a series of curriculum guides designed to assist bilingual teachers to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. Skills are suggested at given grade levels to provide a logical sequence of skill development. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is for social studies instruction at the third grade level, and is divided into seven units: (1) Connecticut; (2) Puerto Rico; (3) Latin America; (4) Europe (5) Asia; (6) Eskimos; and (7) American Indian. Each unit is further divided into skills which combine the topic of the unit with basic concepts that the child must master. Activities for each skill are suggested. A vocabulary list is provided in each unit, and the guide is illustrated with black-and-white drawings. (CFM)

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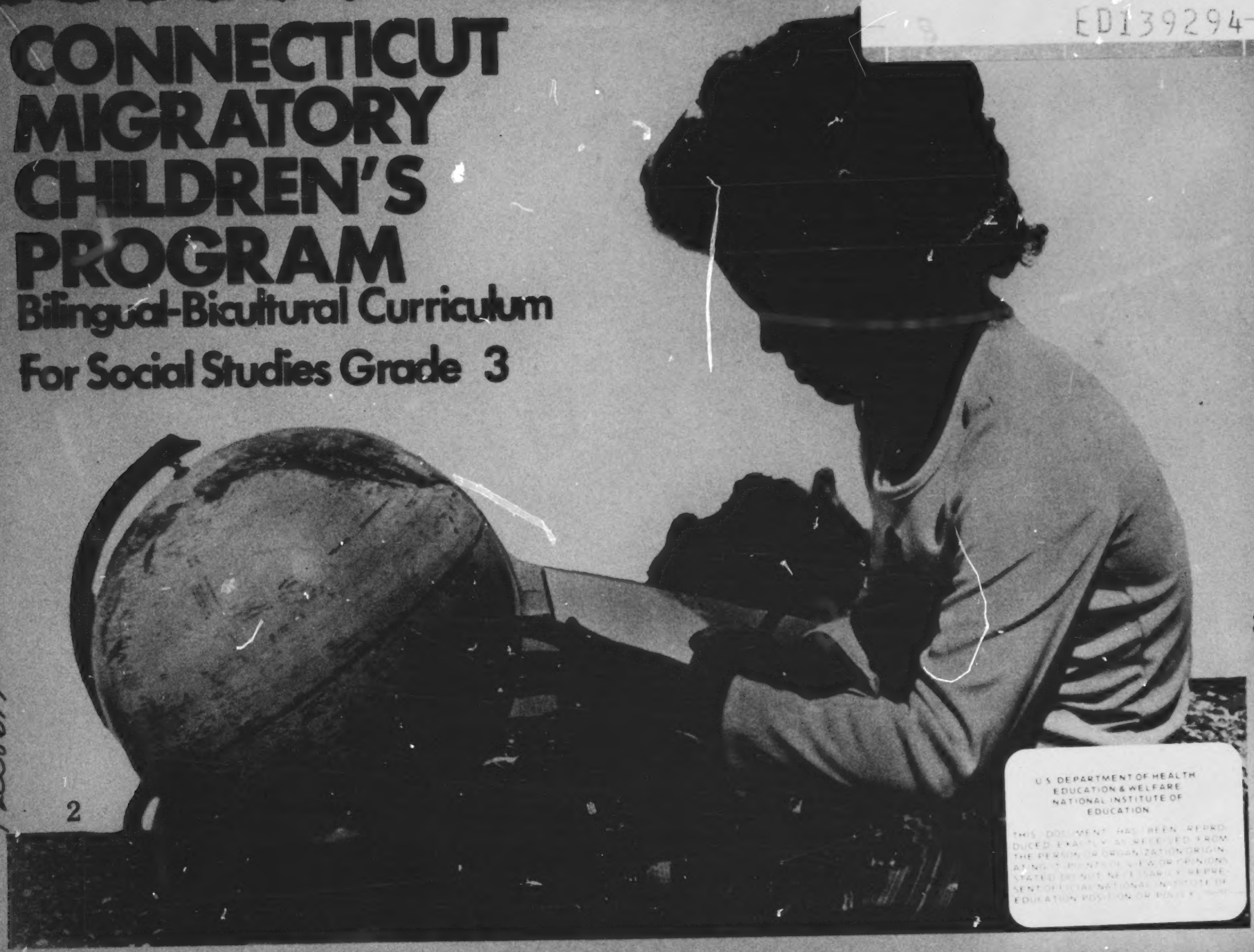
# CONNECTICUT MIGRATORY CHILDREN'S PROGRAM

## Bilingual-Bicultural Curriculum

## For Social Studies Grade 3



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# INTRODUCTION

Social Studies Bilingual - Bicultural Curriculum For Grade Three is one of a series of curriculum guides. When the series has been completed there will be guides for pre-school through grade five students in the areas of social studies, language arts, science and mathematics. The purpose of these guides is to assist bilingual teachers in their efforts to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. In utilizing this curriculum guide it is important to be aware of the philosophical and instructional principles which were central to their development.

First, although the guides contain skills which are commonly considered appropriate to specific grade levels and activities which will facilitate the development of these skills, it has never been assumed that there is a single norm of achievement for all children at a given grade level. There should always be an effort to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move on to more difficult materials only when the child is ready. This is especially true for students who have had their schooling interrupted and disrupted by a migratory experience. The purpose of suggesting skills at given grade levels is simply to provide a logical sequence of skill development. Teachers must be sensitive to differences between children.

Second, the focus of the curriculum for pre-school and kindergarten children is on developmental concepts. In the guides for grades one through five the focus is on social studies concepts and other curriculum areas -- language arts, science, mathematics -- are related to the social studies content. The overall focus of the curriculum guides is on Puerto Rican history and culture. Placing the development of language arts, mathematics and science skills within the context of the experience and social identity of the child enhances motivation to learn.

Third, the instructional program should make every attempt not to confuse children through simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points for instruction in Spanish and English. Instructional methodology should have the English learning program "keyed" to the teaching that takes place in Spanish. The concepts and vocabulary taught in English should, whenever possible, be closely related to concepts and vocabulary which have already been learned in Spanish. In this way new materials which are being introduced in English will have solid conceptual structures with which to be associated -- conceptual structures which have already been established adequately in the learner's native language.

## CREDITS

This curriculum guide has been prepared by the Connecticut Staff Development Cooperative for the Connecticut Migratory Children's Program and the Connecticut State Department of Education. The preparation of this guide has been accomplished by a variety of people including the following:

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## PREFACE

It may be important for teachers who are using this curriculum guide to understand how the guide was developed. First, a sequence of skills which are important for a child to learn at the given grade level were identified. Content subject matter appropriate for the social experience and interests of the children was then identified. This subject matter became the basis for establishing the seven organizational units of this guide. The skills were divided and placed for presentation under the seven content units. Each skill is listed inside a box located at the upper left corner of each skill page. Key vocabulary words are listed at the right of each skill so that the students can be introduced to the new vocabulary that will be encountered in the activity. After each skill, one or more activities are listed which should result in motivating a child to learn the new skill. Many illustrations are provided throughout the guide which can be copied and utilized during instruction.

In many cases, the skills were developed in a specific developmental and academic sequence and it is advised that the skills be followed in that way. Careful consideration should be taken if one decides to break away from this sequence.

Teachers should not hesitate to return to a lower level curriculum guide to meet the needs of the children. The guides were created to be used at a rapid pace, therefore, it is essential to determine appropriate skill and guide levels of the children to insure success and satisfaction to the child.

# SOCIAL STUDIES
# BILINGUAL - BICULTURAL CURRICULUM FOR GRADE 3

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## UNIT I: CONNECTICUT

SKILL A: Is able to locate directions (North, South, East, West) outdoors, in the classroom, on maps and on globes.

SKILL B: Is able to measure climatic conditions using various instruments.

SKILL C: Is able to interpret symbols used to read maps.

SKILL D: Is able to trace and construct a map, including physical features.

SKILL E: Is able to distinguish the characteristics of country, state, city and town.

SKILL F: Is able to name the president of the country, the governor of the state and the mayor of the city.

SKILL G: Is able to understand the types of services the city provides.

SKILL B: Is able to measure climatic conditions using various instruments.

VOCABULARY:
climate
measure
thermometer
wind vane
barometer
hydrometer
humidity
atmosphere
pressure

FIRST ACTIVITY FOR SKILL B

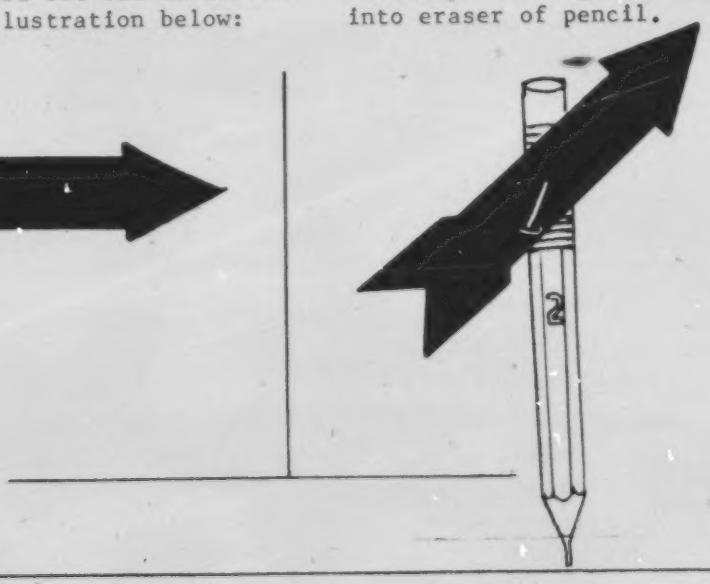
The teacher will explain the different instruments used to measure climatic conditions and how to use and interpret them.

a. The children will construct a wind vane. The teacher will place a fan in different parts of the room. The students, using their wind vane, will observe and determine the direction of the wind.

MATERIALS:
Cardboard
Scissors
A straight pin (such as your mother uses in sewing)
A pencil with eraser

From the cardboard cut out an arrow shaped as the illustration below:

Insert pin through cardboard and into eraser of pencil.



b. The teacher will provide thermometers and glasses with water of different temperatures. The children will read and record the different temperatures.

c. The children will construct a barometer. The children will read and record the different atmospheric pressures each day for a week.

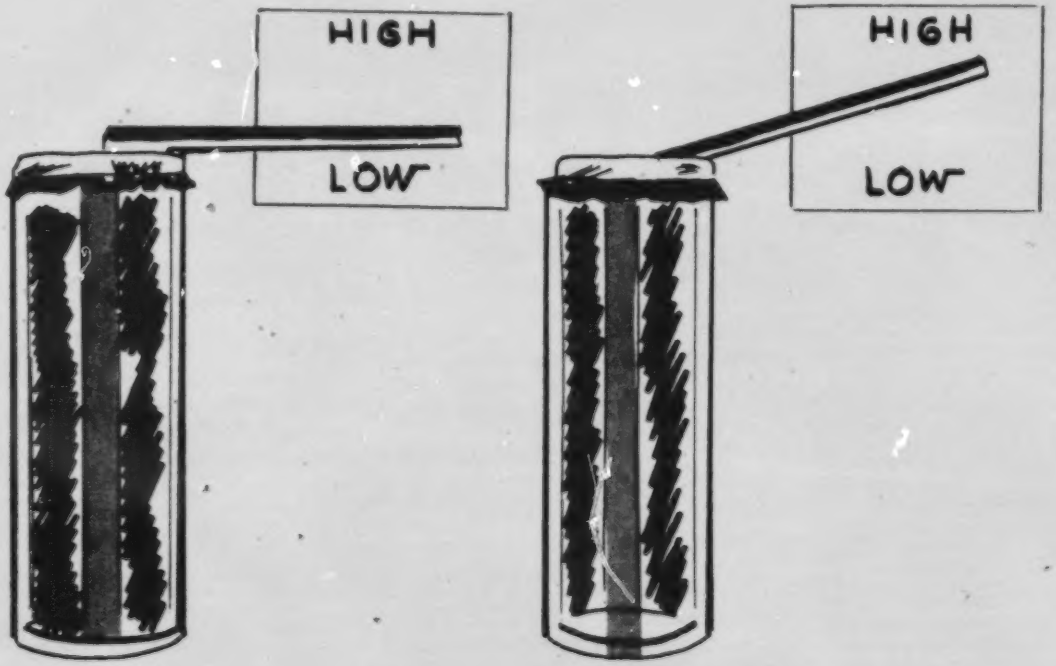
MATERIALS:

A large jar
A balloon
A rubber band
A drinking straw
Mucilage or glue - not plastic cement
A white card

Cut the balloon so that it can be stretched over the mouth of the jar. Place the rubber band around the neck of the jar several times so that the stretched balloon will stay put.

Now place a drop of glue in the center of the stretched balloon.

Place one end of the straw on the glue. Hold it in place until the glue dries.



d. The children will construct a rain gauge. After each rainfall, they can record the amount of water accumulated.

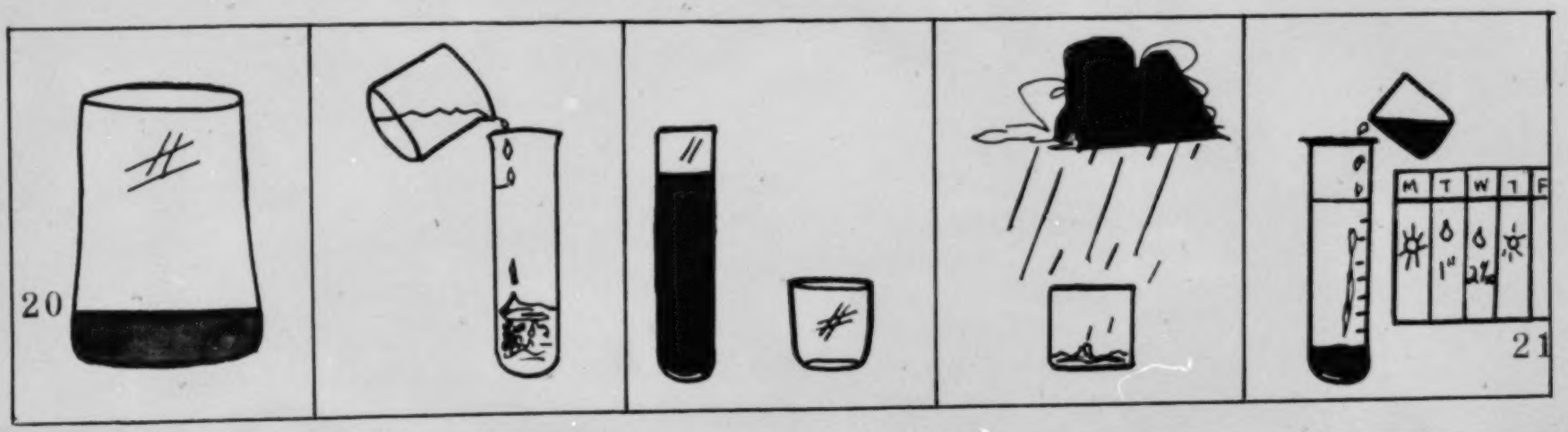
MATERIALS:

A wide-mouthed jar with straight sides
A tall, narrow bottle
A ruler
Red nail polish

Pour exactly 1 inch of water into the large jar. Pour the water from the jar into the narrow bottle. Divide the length of the column of water in the narrow bottle into 10 equal parts, marking each division on the bottle with the nail polish. When you have finished you will have divided the inch of water from the large jar into tenths. The two bottles together make up your rain gauge.

When it begins to rain, put the large jar outside so that raindrops fall into it. When the rain is over, pour the water from the large jar into the narrow bottle. You will be able to see how much rain has fallen, down to the tenth of an inch.

To measure amounts of rain greater than 1 inch, write down each 1-inch measure you pour out of the large jar into the narrow bottle. You can then tell how many inches and how many tenths of an inch of rain have fallen.



SECOND ACTIVITY FOR SKILL B

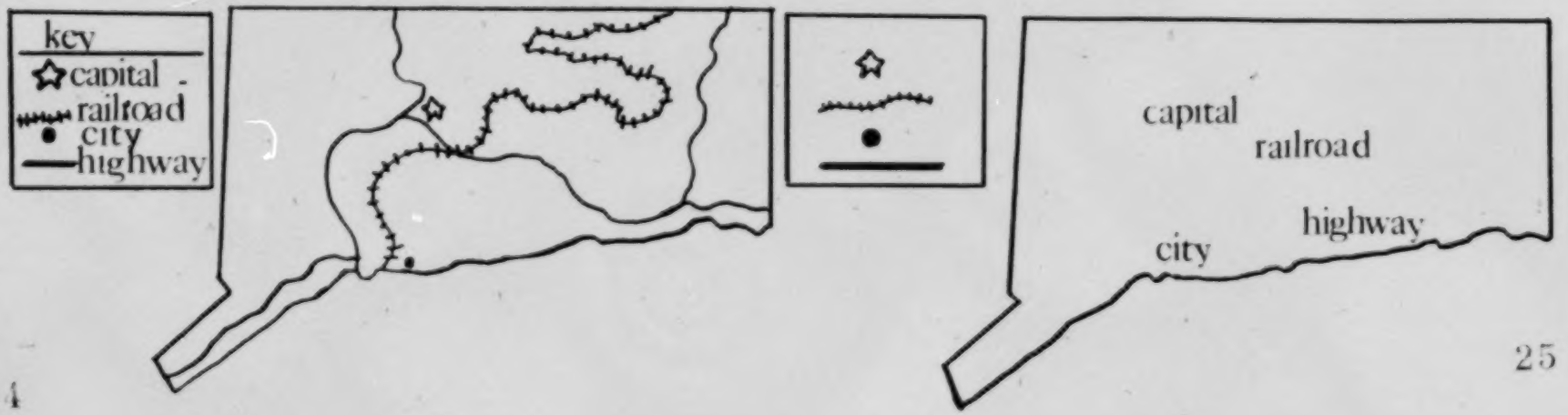
The teacher and children will construct a monthly chart on which to record the daily climatic conditions that they are measuring.

SKILL C: Is able to interpret symbols used to read maps

VOCABULARY: capital
key
symbol
railroad
city
road
highway

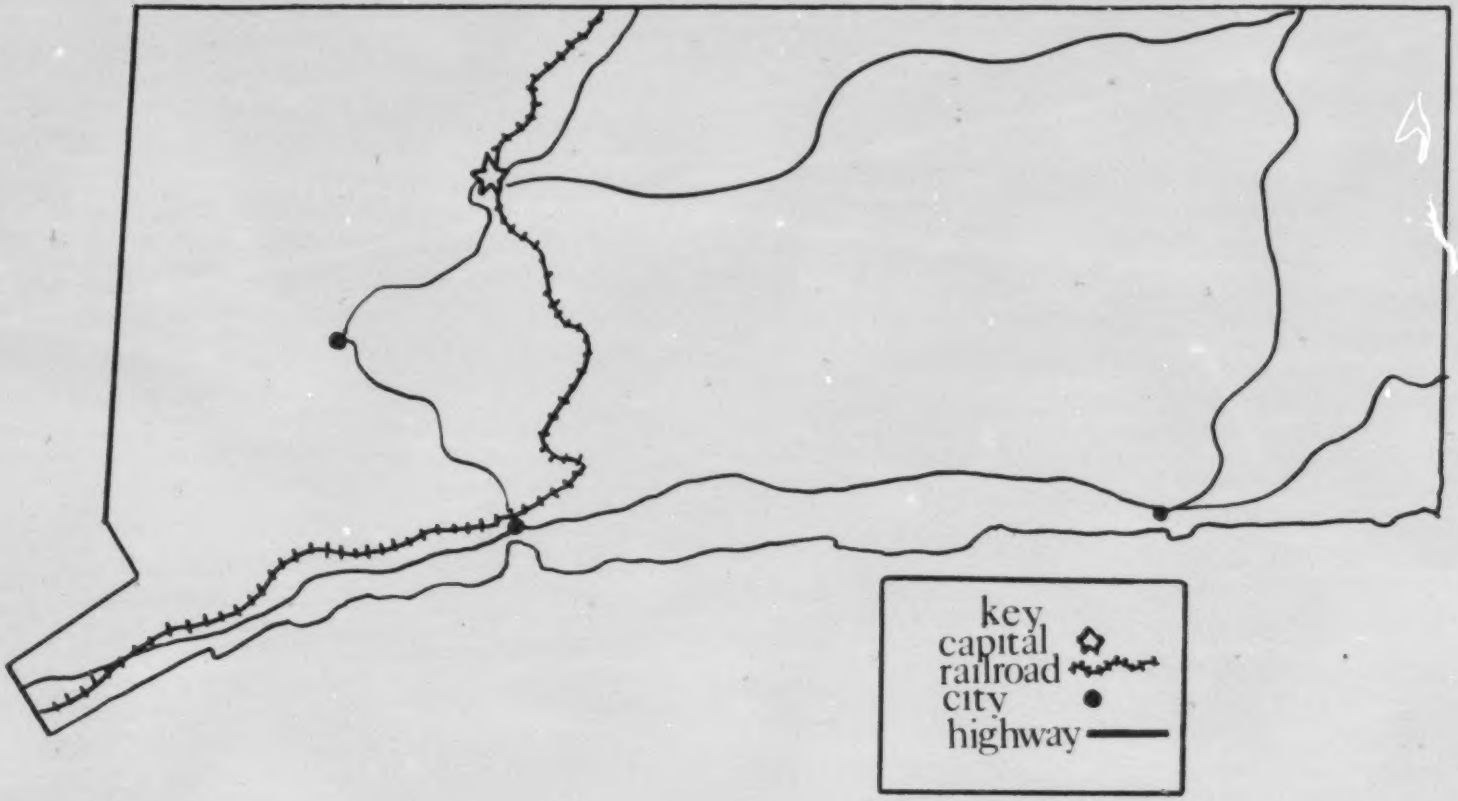
FIRST ACTIVITY FOR SKILL C

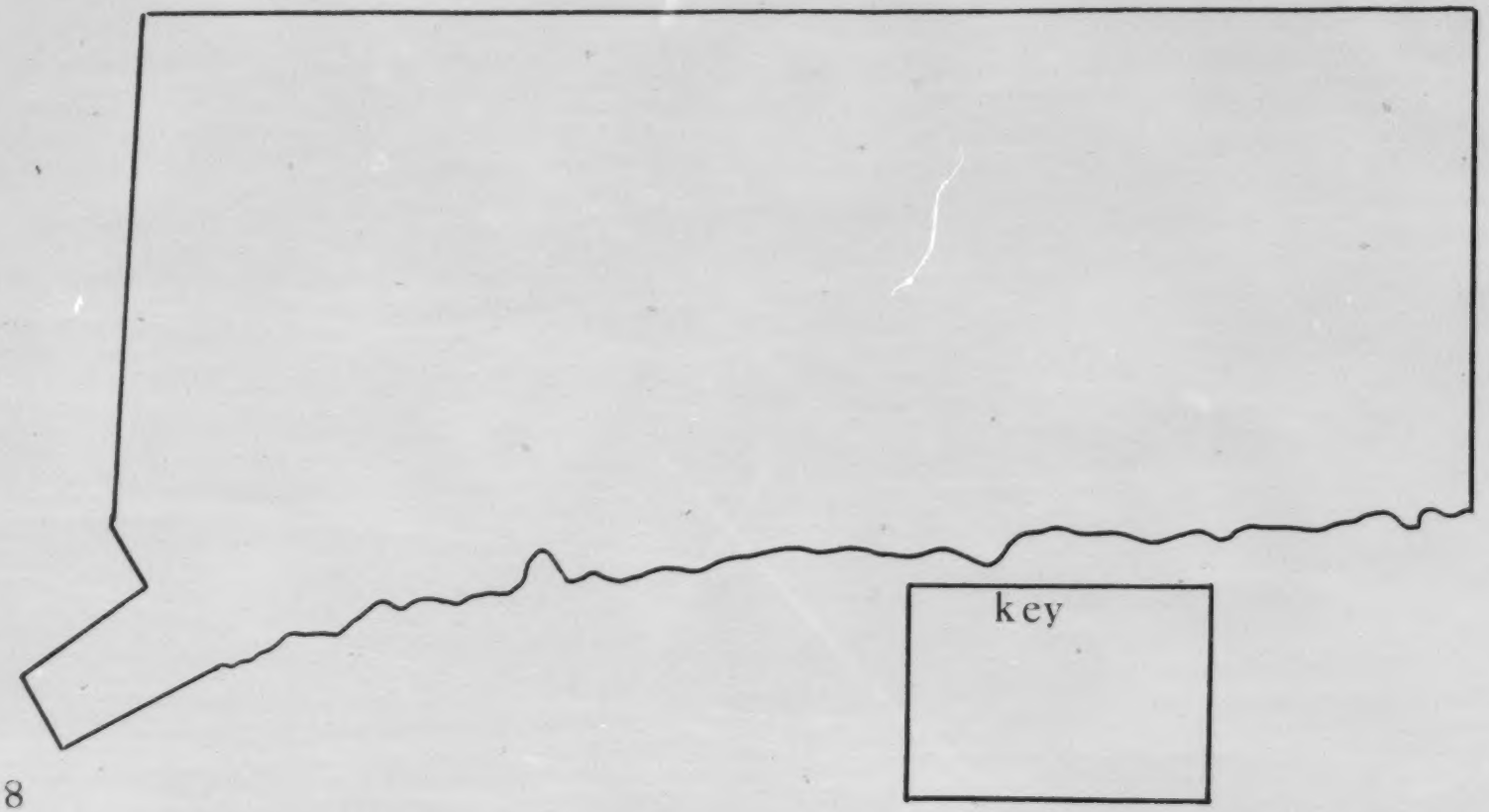
After the teacher explains the significance of symbols, he/she will give each child two maps of Connecticut:



**SECOND ACTIVITY FOR SKILL C**

The teacher will give the children two maps of Connecticut - a blank map and a map with the symbols illustrated below. The children will complete the blank map by referring to the illustrated map.




key

SKILL D: Is able to trace and construct a map, including physical features.

VOCABULARY: mountains
rivers
streets
trace
construct
forest
bench

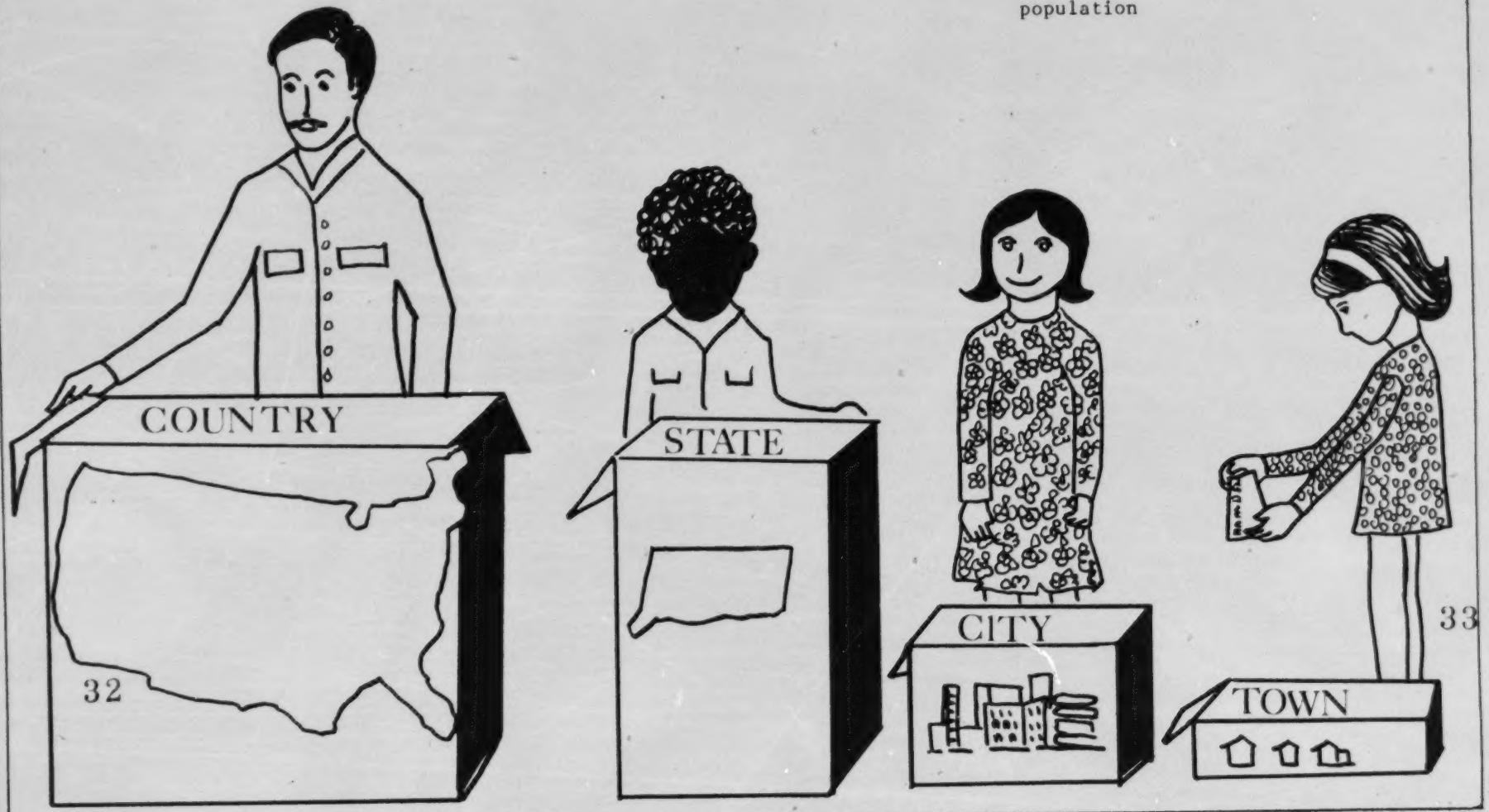
FIRST ACTIVITY FOR SKILL D: The teacher will explain how to trace a map. Various techniques may be used, such as an overhead projector, tracing paper, carbon paper, or a window pane. The children will trace a map of Connecticut. They can construct models representing features on the map, such as mountains, rivers, cities, roads, streets, etc.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE

UNIT I: CONNECTICUT

SKILL E: Is able to distinguish the characteristics of country, state, city, and town

VOCABULARY:
country
government
boundaries
state
city
town
population



FIRST ACTIVITY FOR SKILL E

After the teacher explains the characteristics of a country, state, city and town, a team of children will trace a map of the country on the bottom of a big box. Another team of children will trace a state on a smaller box. Other teams will do the city and the town on even smaller boxes. The children can then place the smaller boxes inside the bigger boxes.

SECOND ACTIVITY FOR SKILL E

The teacher will pass out a ditto to be completed by the children:

Mi nombre es _____.

Yo vivo en el pueblo de _____.

Mi pueblo está en la ciudad de _____.

La ciudad está en el estado de _____.

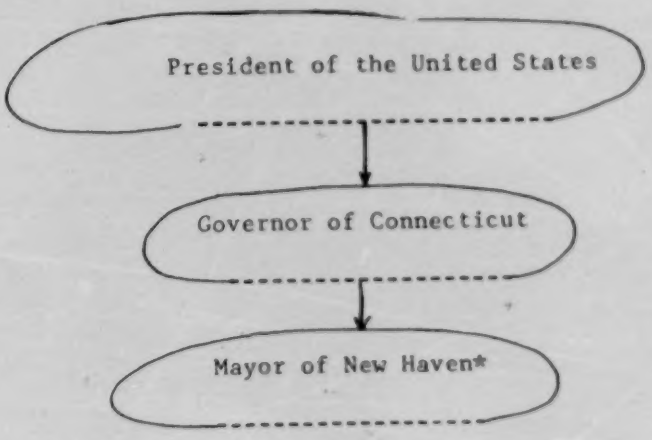
El estado está en un país que se llama _____.

SKILL F: Is able to name the president of the country, governor of the state, and mayor of the city.

VOCABULARY: president
governor
mayor

FIRST ACTIVITY FOR SKILL F

After the teacher has presented the names of the president, governor, and mayor, he/she will give each child a ditto to be completed by the child:




*May vary according to city child lives in

SKILL G: Is able to understand the types of services the city provides.

VOCABULARY: education
health services
legal aide
sanitation
transportation
contract
salary

FIRST ACTIVITY FOR SKILL G

The class can have a discussion about types of services which the city provides. The teacher could ask, for example, "¿A dónde irás a enviar un paquete?"

a. As the children suggest different types of services, the teacher will list them on the board. The children will then break up into research teams; each team will be responsible for finding information on one of the services mentioned. The children can look in encyclopedias and other books about social services. After the research has been completed, the children will write the information on index cards.

b. The children can construct a model city with buildings associated with various services. Attached to each building there should be a pocket where the information cards appropriate to the given service can be placed.
The children will use this information-station model for one week to become acquainted with the places and the services it provides.
After one week the children will play games in which they take out all the index cards, mix them up, and place them back in the correct station-house in the model.
Additional index cards with information will be added to the pockets throughout the year as the children gather more information.

SECOND ACTIVITY FOR SKILL G

The teacher will hand out dittos to be completed by the children in which they are asked to identify the building associated with given services. For example:

Tú quieres aprender a leer y escribir.
¿A dónde debes ir?

A _____.
(la escuela)

Dibújame.

THIRD ACTIVITY FOR SKILL G

The class can go on field trips to the post office, police station, firehouse, hospital, library, supermarket, etc.

FOURTH ACTIVITY FOR SKILL G

Invite people from different community services to speak to the children. For example, a policeman, fireman, doctor, librarian, mailman, etc.

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## UNIT II: PUERTO RICO

SKILL A: Is able to understand that maps show places in relation to size and distance.

SKILL B: Is able to observe that the equator is an imaginary line which divides the earth in half.

SKILL C: Is able to distinguish between island and continent.

SKILL D: Is able to understand the concepts of mountain range and rain forest.

SKILL E: Is able to locate and name major cities, rivers and mountain ranges of Puerto Rico.

SKILL F: Is able to list and recognize the different cultures that have influenced the Puerto Rican culture.

SKILL G: Is able to explain how the name "Puerto Rico" developed and what the island's original name was.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT II: PUERTO RICO

SKILL A: Is able to understand that maps show places in relation to size and distance.

VOCABULARY: scale
model
represent

FIRST ACTIVITY FOR SKILL A: The teacher and children can bring photographs and magazine pictures into school. They will observe and discuss the fact that the size represented in the photographs is not actual size of the person or object. They will then make the same observations of maps and globes.

47

48

SKILL B: Is able to observe that the equator is an imaginary line which divides the earth in half.

VOCABULARY: equator
tropical
pole
longitude

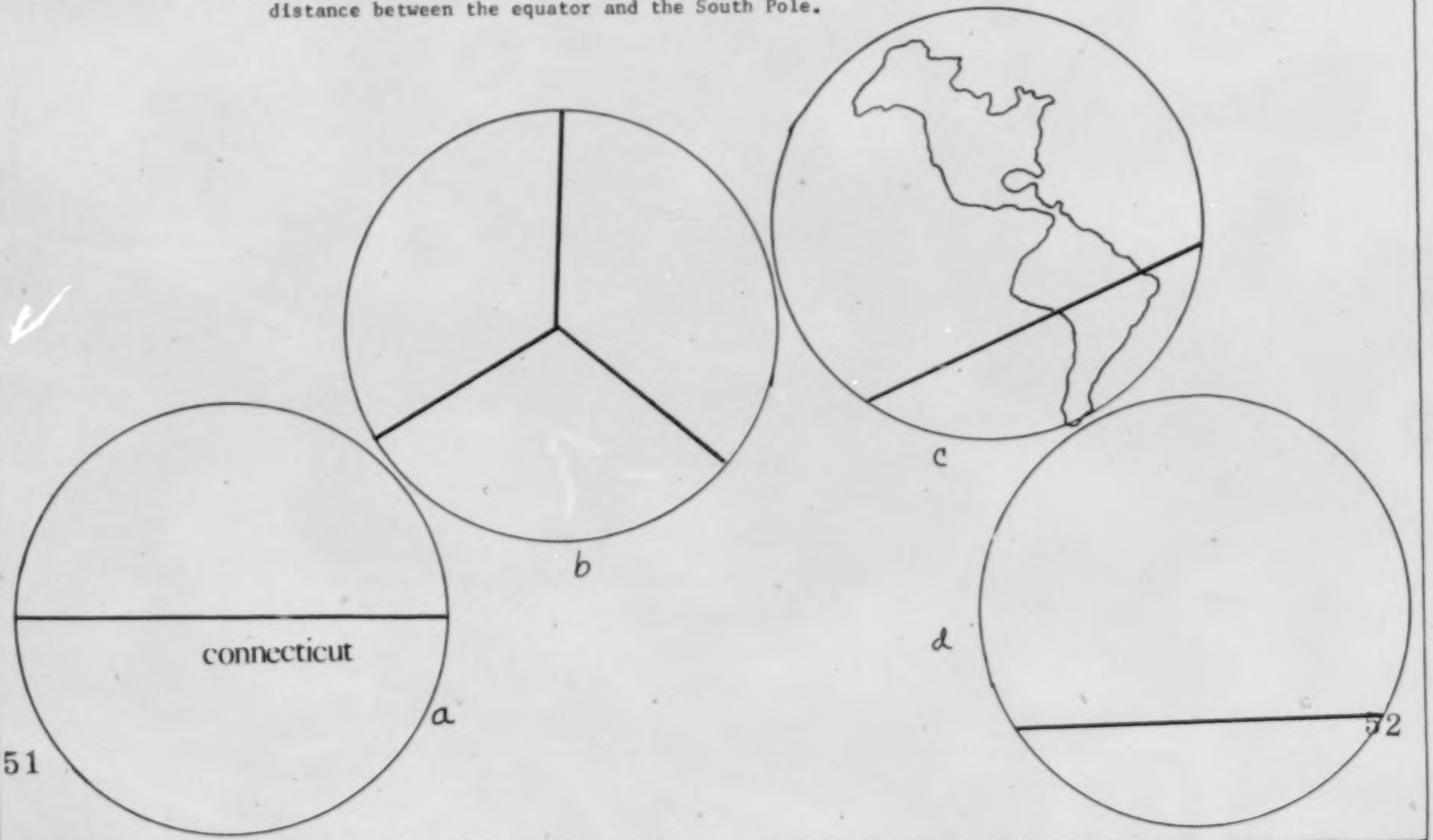
FIRST ACTIVITY FOR SKILL B

The teacher will explain about the equator. Then he/she will cut a grapefruit in half to give the children an approximate idea of how the equator divides the globe into two equal parts. The teacher will instruct the children on how to make a globe out of paper maché. They can illustrate and color it, making sure that the equator is properly located. They may cut it in half and paste it together again.

SECOND ACTIVITY FOR SKILL B

A discussion can be held in which the following types of statements are discussed:

a. Connecticut is south of the equator.
b. The equator divides the globe into three parts.
c. The equator passes through the continent of South America.
d. The distance between the equator and the North Pole is greater than the distance between the equator and the South Pole.



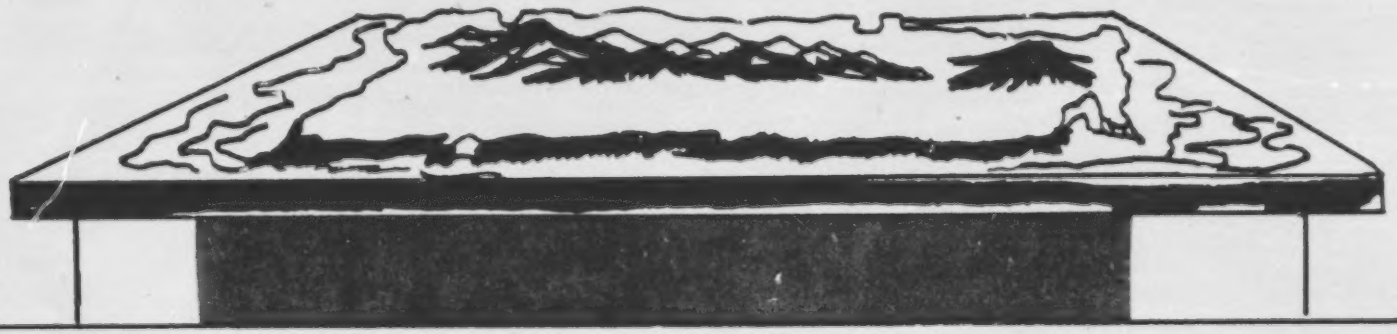
SKILL C: Is able to distinguish between island and continent.

VOCABULARY: island
continent
ocean
surround

FIRST ACTIVITY FOR SKILL C

The teacher will explain the difference between an island and a continent. The children will locate on the globe or map continents and islands.

The children will make an island model of Puerto Rico out of dirt or soil surrounded by water. This same model may be used later for other activities.



SKILL D: Is able to understand the concepts of mountain range and rain forest.

VOCABULARY: mountain range
mountains
forest
humidity
rain forest

FIRST ACTIVITY FOR SKILL D: After the teacher explains what a mountain range is and what a rain forest is, the children will make a model representing the mountain range and rain forest of Puerto Rico.

mountain range

55

rain forest

56

SKILL E: Is able to locate and name major cities, rivers and mountain ranges of Puerto Rico.

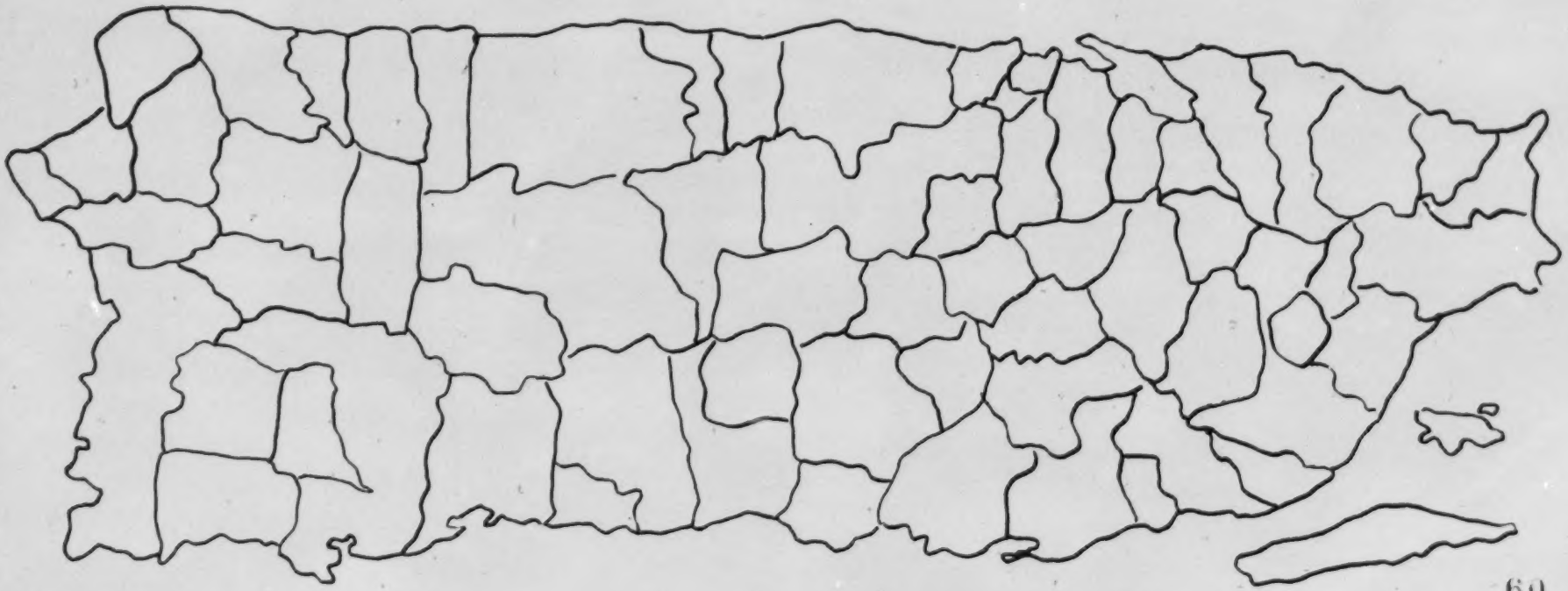
VOCABULARY: trace
pueblo
barrio
Las Cordilleras

FIRST ACTIVITY FOR SKILL E

The teacher will name and locate the cities, rivers and mountain ranges of Puerto Rico on a map. The children will locate them on their island model. Rivers may be made of plastic straws cut in half and filled with water. Names of cities can be written on a little piece of oaktag taped to a stick.

SECOND ACTIVITY FOR SKILL E

The children will trace a map of Puerto Rico which has the cities outlined and named. Each child will write his/her name on a strip of paper and pin it on the city they come from. Children born in the United States will pin their name on cities where their parents come from.



SKILL F: Is able to list and recognize the different cultures that have influenced the Puerto Rican culture.

VOCABULARY: influence
culture
African
Spanish
Taíno

FIRST ACTIVITY FOR SKILL F: The teacher will introduce the Taíno, African and Spanish cultures. Many different resource materials should be used, such as pictures, filmstrips, etc. Teams of children will do research on different aspects of each culture. They will have an area in the room to set up a display. They may invite children from other classes and make a presentation to them. The display should include books, pictures, and other materials relevant to their research.

SECOND ACTIVITY FOR SKILL F: The children can comprise a packet of index cards with names of books that they have used to do their research on Puerto Rican culture. Additional packets may be made as research is done later on other countries and cultures.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT II: PUERTO RICO

SKILL G: Is able to explain how the name "Puerto Rico" developed and what the island's original name was.

VOCABULARY: port
Taíno Indians
Spanish explorers
naming

FIRST ACTIVITY FOR SKILL G: The teacher and children can discuss the original and actual name of Puerto Rico.

SECOND ACTIVITY FOR SKILL G: The children can make puppets and set up a puppet show about the Taíno Indians and how they used the original name for Puerto Rico, how the Spanish explorers came to Puerto Rico and gave it its present name.

THIRD ACTIVITY FOR SKILL G: The teacher may make costumes and dress which is representative of the Taínos and the Spanish explorers and do a dramatization. Children from other classes may be invited to watch and learn.

## UNIT III: LATIN AMERICA

SKILL A: Is able to identify boundaries and barriers such as rivers and mountains which separate peoples.

SKILL B: Is able to locate land forms and bodies of water.

SKILL C: Is able to differentiate between ocean, sea, lake and river.

SKILL D: Is able to distinguish between North, Central and South America.

SKILL E: Is able to recognize and categorize the countries that comprise North, Central and South America.

SKILL F: Is able to identify and locate major Indian tribes in Latin America.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT III: LATIN AMERICA

SKILL A: Is able to identify boundaries and barriers such as rivers and mountains which separate peoples.

VOCABULARY:
boundaries
barriers
rivers
canal
Gulf of Mexico
Caribbean Sea

FIRST ACTIVITY FOR SKILL A

The teacher and the children will construct a map of Latin America on a bulletin board. Boundaries and barriers such as rivers and mountains will be outlined in different colors. For example, boundaries - green, mountains - brown, water forms - blue. The teacher will provide name tags to be used in identification of boundaries and barriers. The children will place them on the map.

SECOND ACTIVITY FOR SKILL A: Each child will be given a map without boundaries, water forms and mountains outlined. They will draw or outline the physical features learned in the above activity.

SOCIAL STUDIES FOR CURRICULUM FOR GRADE THREE — UNIT III: LATIN AMERICA

SKILL B: Is able to locate land forms and bodies of water.

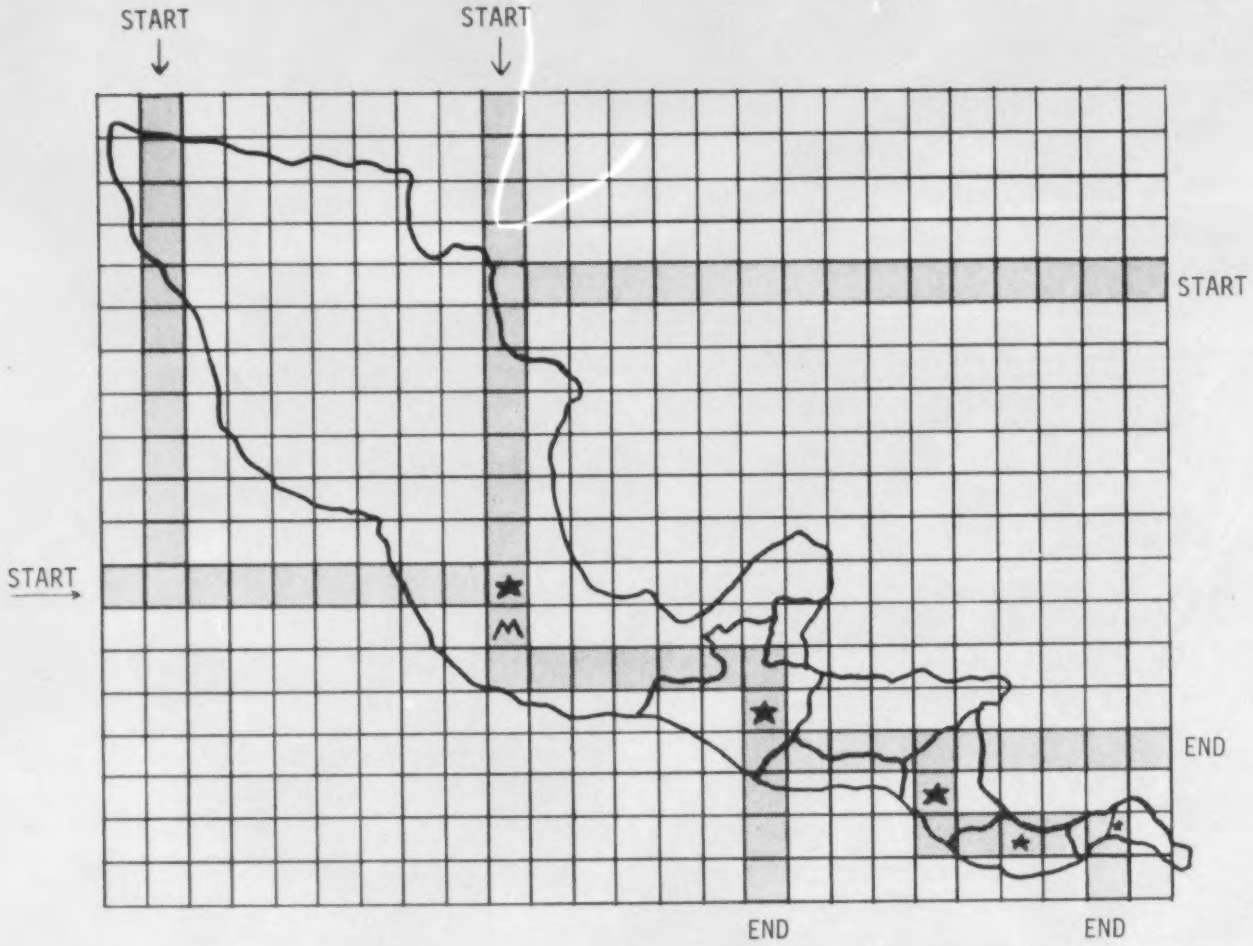
VOCABULARY: boundaries
rivers
canal

FIRST ACTIVITY FOR SKILL B

The children will play the game, "Locate It." The teacher and the children will make two charts of Latin America. One map with all physical features, boundaries, water forms, rivers, mountains, etc. labelled to be used as a reference chart. The other map without the labels to to be used as the game board. The children will be divided into two or three teams. Each team will have colored chips - Team A (red chips) Team B - (blue chips) etc. The teacher will make up a stack of cards. Each card will ask to locate a land form or body of water. Each child will place his chip to mark the location of the answer to the question. The team with the most chips placed correctly wins.

SECOND ACTIVITY FOR SKILL B

The children will play the game, "Be Lucky." Make a game board of a map of Latin America with the physical features outlined but not named. Mark a square or box on places to be located during the game. Each child (or team) will take a turn throwing a dice and moving that many boxes. The child must name the location of where he landed in order to stay there. If he is wrong, he must go back. The team to get to the end first wins.



SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT III: LATIN AMERICA

SKILL C: Is able to differentiate between ocean, sea, lake and river.

VOCABULARY:
ocean
lake
sea
river

FIRST ACTIVITY FOR SKILL C

After the teacher explains the differences between ocean, sea, lake and river, the children will play a game. The children will be grouped into teams consisting of three in each team. The teacher will: read out loud a definition of a type of water; or name a particular body of water without identifying it as ocean, sea, lake or river; or point to a body of water on an unlabelled map. Each member in each team will have a slate or a card on which he will write whether it is an ocean, sea, lake or river.

Each child in each team will then hold up his slate or card with his/her answer written on it. If one member of the team is correct that team receives one point. If two members of the team are correct, the team receives four points. If all three members of the team are correct, the team receives ten points. After ten questions the team with the most points wins.

SKILL D: Is able to distinguish between North, Central and South America.

VOCABULARY: North America
Central America
South America

FIRST ACTIVITY FOR SKILL D

The children will be given a map of North, Central and South America. The children will cut it into three sections representing the three Americas.

A. Three teams will do a research project. One team will work on North America, one on Central America and one on South America.

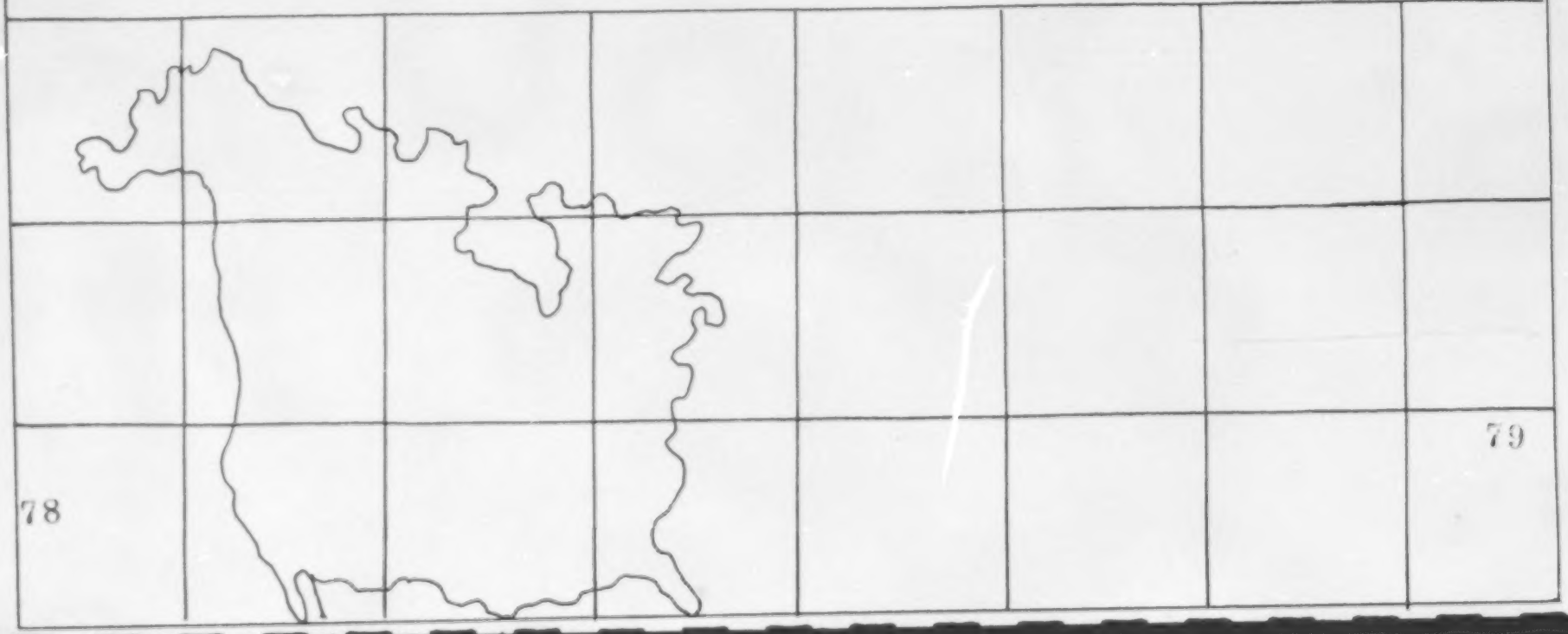
B. Each team will record research information on index cards such as the countries in each and the mountain ranges in each.

C. Each team will report to the rest of the class on the information they have collected. For example: The children can pretend that they went on a trip to the different places and report on the trip.

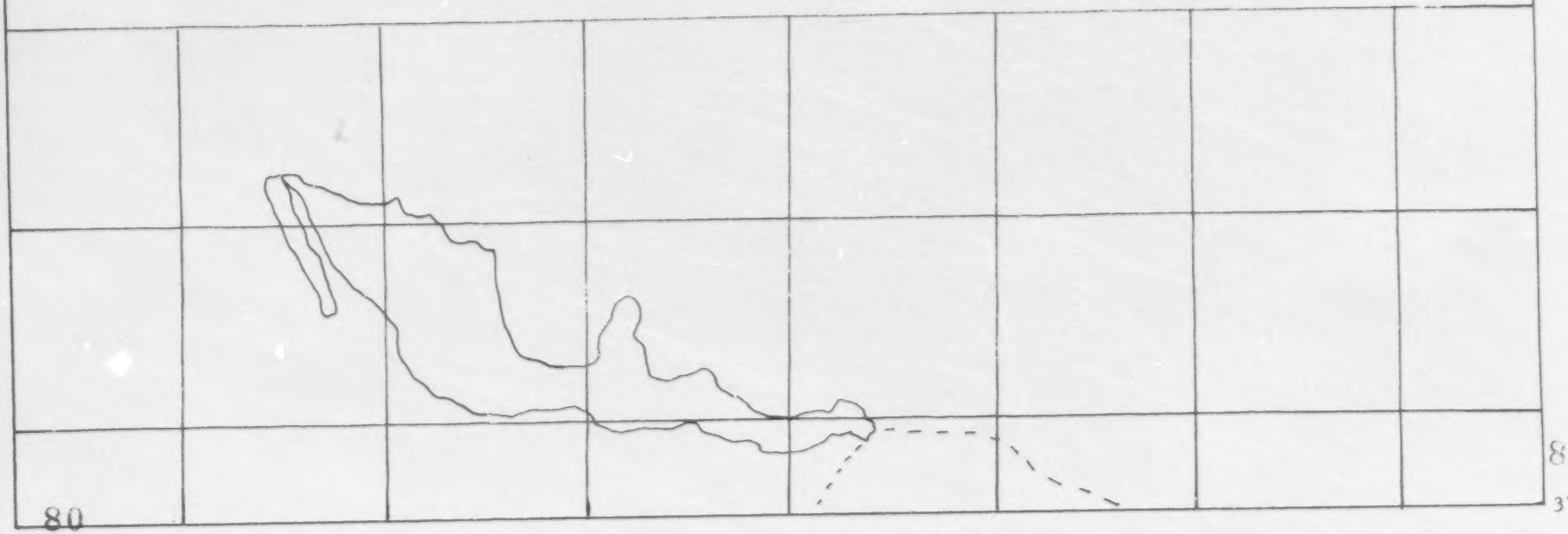
SECOND ACTIVITY FOR SKILL D

The students will be given three separate maps of North America, Central America and South America. The children will cut out and reassemble the maps on a large sheet of paper, making sure that each continent fits together properly. The following three maps can be used for this activity.

# NORTH AMERICA



# CENTRAL AMERICA



# SOUTH AMERICA

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT III: LATIN AMERICA

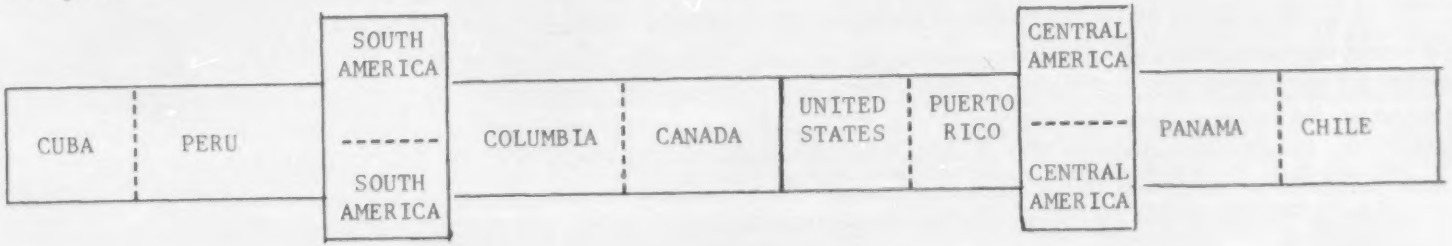
SKILL E: Is able to recognize and categorize the countries that comprise North, Central and South America.

VOCABULARY:
Chile
Perú
Columbia
Panamá
Canadá
United States
Puerto Rico

FIRST ACTIVITY FOR SKILL E

The teacher and the children will make dominoes using the names of countries in North America, Central America and South America. They will then play dominoes.

Example:



| | |
|---|---|
| SECOND ACTIVITY FOR SKILL E | The children will play the game, "Spot A Country." There will be several teams with different colored chips for each team. There will be a large map on which to place the chips. The teacher will call out the name of a country. The first team to locate the country will place their colored chip on that spot. The team with the most chips wins. |

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT III: LATIN AMERICA

SKILL F: Is able to identify and locate major Indian tribes in Latin America

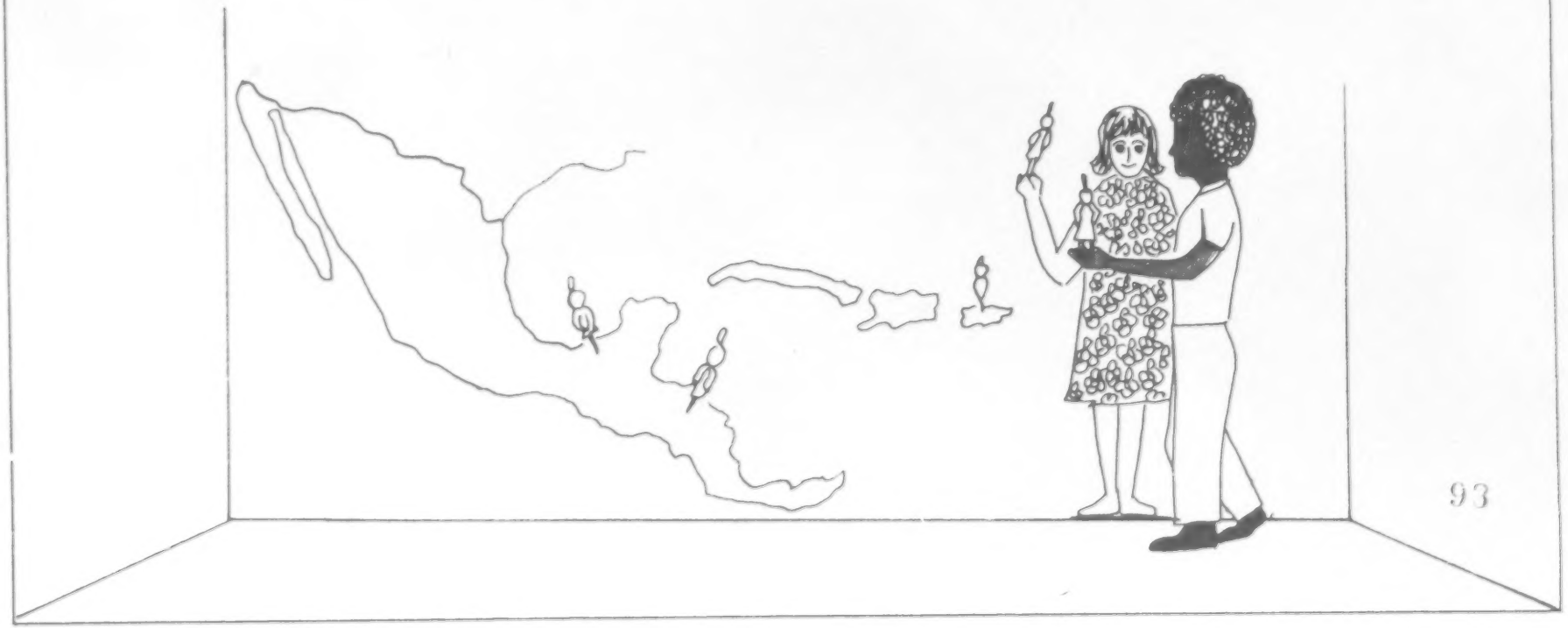
VOCABULARY: Taínos, Aztecs, Mayas, Incas, Caribes

FIRST ACTIVITY FOR SKILL F: The children will be given a list of major Indian tribes in Latin America: Taínos, Aztecs, Mayas, Incas, and Caribes. They will be instructed to discover more about these tribes either in groups or individually.

SECOND ACTIVITY FOR SKILL F: Dolls can be made of paper, yarn, cloth, etc. by the children to represent the dress of each of the Indian tribes

THIRD ACTIVITY FOR SKILL F

Using the dolls the children have made, a game can be played. A map of Latin America can be set up on a bulletin board. The children will divide up into teams. The object of the game is to pin a doll on the country or region the tribe originated. If a team member correctly positions a doll, the team will receive one point. Once an error is made by a team, the opposing team can challenge them, receiving five points for a correct answer and five points for a wrong move. The team with the most points wins.



## UNIT IV: EUROPE

SKILL A: Is able to interpret and use symbols in reading and making maps.

SKILL B: Is able to use longitudinal and latitudinal lines to locate places on maps and globes.

SKILL C: Is able to name and locate countries in Europe.

SKILL D: Is able to list and locate major products of Europe.

SKILL A: Is able to interpret and use symbols in reading and making maps.

VOCABULARY: coast line
boundary
capital city

FIRST ACTIVITY FOR SKILL A

The teacher may review map symbols. Each child will then be provided a map of Europe which contains symbolized representations of different objects such as railroads, capitals, boundaries etc. The teacher will also provide a list containing the names of the things being symbolized on the map. Beside each name there will be a letter of the alphabet. The children are to place the appropriate letter beside each symbol on the map. For example:

A. frontera
B. capital
C. montañas
D. río
E. costa
F. ciudad que no sea capital
G. lago
H. tren

A - FRONTERA E-COSTA
B-CAPITAL F - CIUDAD NO CAPITAL
C - MONTAÑAS G-LAGO
D-RIO H - TREN

97

98

SECOND ACTIVITY FOR SKILL A

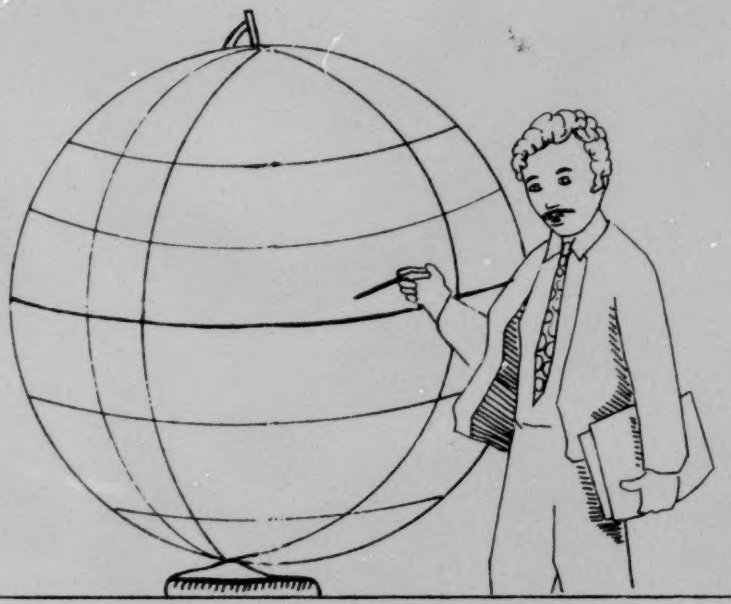
The teacher will provide each child with a map of Europe with symbolized representations of various things on the map. Each symbolized representation on the map will have a letter of the alphabet next to it. The children will also be provided with a list of the names of things being symbolized on the map. The children will place the appropriate letter next to each name on the list. For example:

__ frontera
__ capital
__ montañas
__ río
__ costa
__ ciudad que no sea capital
__ lago
__ tren

SKILL B: Is able to use longitude and latitude lines to locate places on maps and globes.

VOCABULARY: longitude
latitude

FIRST ACTIVITY FOR SKILL B: The teacher will explain latitude and longitude and how to use latitude and longitude lines to locate places on maps and globes. The children will play the game, "Locate the Spot." Longitude and latitude will be given and the children will locate the spot. The children will be asked to name a place near the spot they have located.



EUROPE
103
104

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT IV: EUROPE

SKILL C: Is able to name and locate countries in Europe.

VOCABULARY:
hemisphere
continent
Atlantic Ocean
Mediterranean Sea
Baltic Sea

FIRST ACTIVITY FOR SKILL C: Each child will copy a map of Europe with its political boundaries. Each European country and its capital will be located and labelled.

SECOND ACTIVITY FOR SKILL C: Children will be given a worksheet to be completed using the map of Europe. The following types of statements could be completed.

1. Los continentes cercanos a Europa son_____y_____.
2. Europa está rodeada de los océanos_____y_____.
3. El continente directamente al oeste de Europa es_____.
4. La parte sur de Europa tiene una larga costa en el mar_____.
5. Dos países con costas a la misma vez en el Océano Atlántico y el Mar Mediterráneo son_____y_____.
6. Tres países europeos que son islas son _____, _____y_____.
7. La desembocadura del Río Danubio está en el país de_____.
8. Dos países con capitales en el Mar Báltico son _____y_____.
9. El país más al oriente de Europa es_____.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT IV: EUROPE

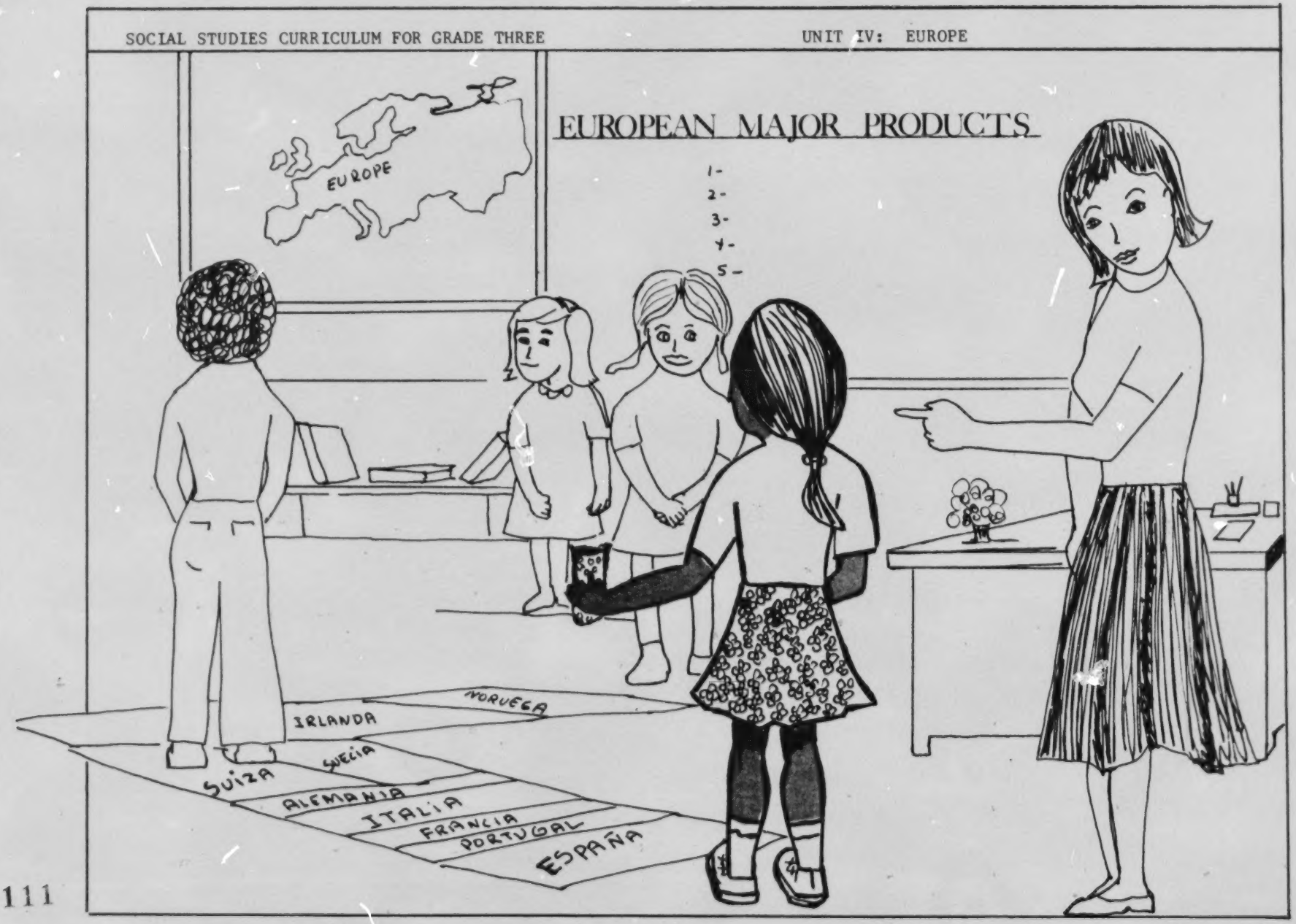
SKILL D: Is able to list and locate major products of Europe.

VOCABULARY: products

FIRST ACTIVITY FOR SKILL D

The teacher and the children will discuss major products found in Europe and their location. A chart listing the countries and their products should be placed on the board and each child can copy the chart. The children will then put away their charts and play the game, "Product Squares." The teacher will draw squares on the floor or on a large sheet of paper to be placed on the floor. The name of a European country will be written on each square.

The children will form teams. Members from each team will take turns throwing a bean bag over their shoulders onto the squares. The thrower will name an important product from the European country named on the square where the bean bag landed. One point will be scored for each correct answer. At the end of the game the team with the most points wins.


EUROPE
EUROPEAN MAJOR PRODUCTS
1-
2-
3-
4-
5-
NORUEGA
IRLANDA
SUECIA
SUIZA
ALEMANIA
ITALIA
FRANCIA
PORTUGAL
ESPAÑA

## UNIT V: ASIA

SKILL A: Is able to recognize and locate the countries that comprise Asia.

SKILL B: Is able to list the different climatic conditions.

SKILL C: Is able to understand and explain what an archipelago is.

SKILL D: Is able to distinguish between valleys, mountains and plateaus.

SKILL E: Is able to name and locate the highest mountain peak in the world.

SKILL A: Is able to recognize and locate the countries that comprise Asia.

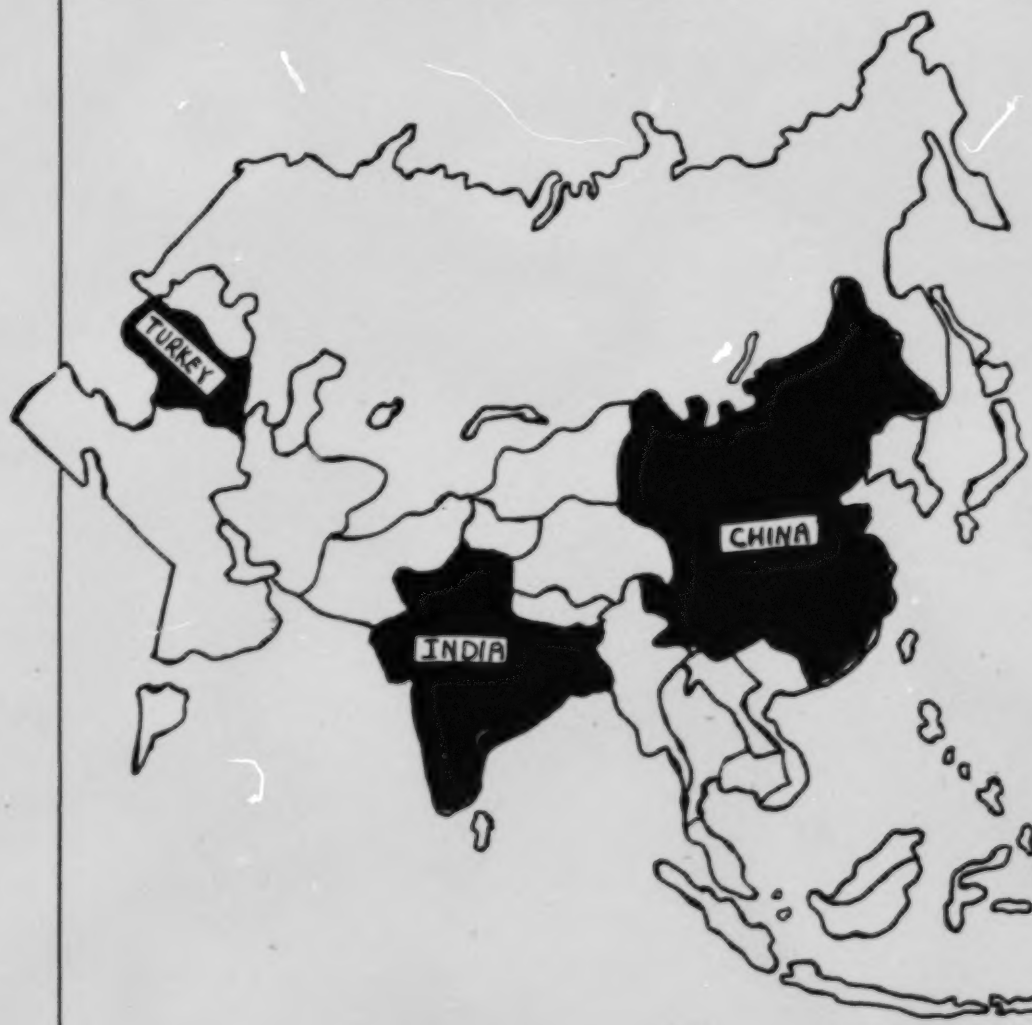
VOCABULARY:

| | |
|---|---|
| China | Philippines |
| India | Iran |
| Russia | Iraq |
| Pakistan | Syria |
| Vietnam | Israel |
| Korea | Jordon |
| Japan | Indonesia |

FIRST ACTIVITY FOR SKILL A

A map of Asia should be created on a large piece of oak tag. This map should have only the outline of each country. Pieces of colored paper should be made which are the shapes of each country and which will fit the exact size of the outline for each country on the map. The name of each country should also be written on a small sheet of paper.

The children will play a game that is something like a jigsaw puzzle. The teacher will give each child a slip with the name of a country written on it. The child will select the colored paper outline for the correct country from those on the table, put the outline in the right place on the large map, and place the name on the country. If anyone in the other group wishes, he may challenge either the choice of the country or its placement. If the country and name is correct, that team will score two points. If it is challenged and it is correct, the team will receive ten additional points. If it is challenged and found to be incorrect, the challenging team will receive ten points.


TURKEY
INDIA
CHINA

VIET - NAM

SKILL B: Is able to list the different climatic conditions.

VOCABULARY:
wet
dry
humid
rainy
desert
tropical
temperate

FIRST ACTIVITY FOR SKILL B

The teacher and the children will discuss the different climatic conditions in different areas of Asia.

The children will play, "Match Game." One team will have cards with names of countries in Asia. Another team will have cards with the different weather conditions appropriate to each country written on them. Each team will have a turn to call out the information on one of their cards. Members of the other team must make a correct match to obtain a point.

ASIA
JAPÓN
SECO
ARABIA
120
121
TUNDRA
TEMPLADO

| | | | |
|---|---|---|---|
| SKILL C: | Is able to understand and explain what an archipelago is. | VOCABULARY: | archipelago |

| | |
|---|---|
| FIRST ACTIVITY FOR SKILL C | After the teacher has explained what an archipelago is, each child can be asked to find one archipelago on a globe or a map of the world and write the name of this archipelago on the board. |
| SECOND ACTIVITY FOR SKILL C | The children can construct an archipelago, using a map or globe to locate a particular archipelago to be used as the model. Plywood can be used as the base of the model in order to support a paper maché archipelago. After the model has dried, paints may be used to differentiate between land and water and appropriately label the archipelago. |

125

124

SKILL D: Is able to distinguish between valleys, mountains and plateaus.

VOCABULARY: valleys
mountains
plateaus

FIRST ACTIVITY FOR SKILL D

The teacher will show pictures of valleys, mountains and plateaus and explain their differences.

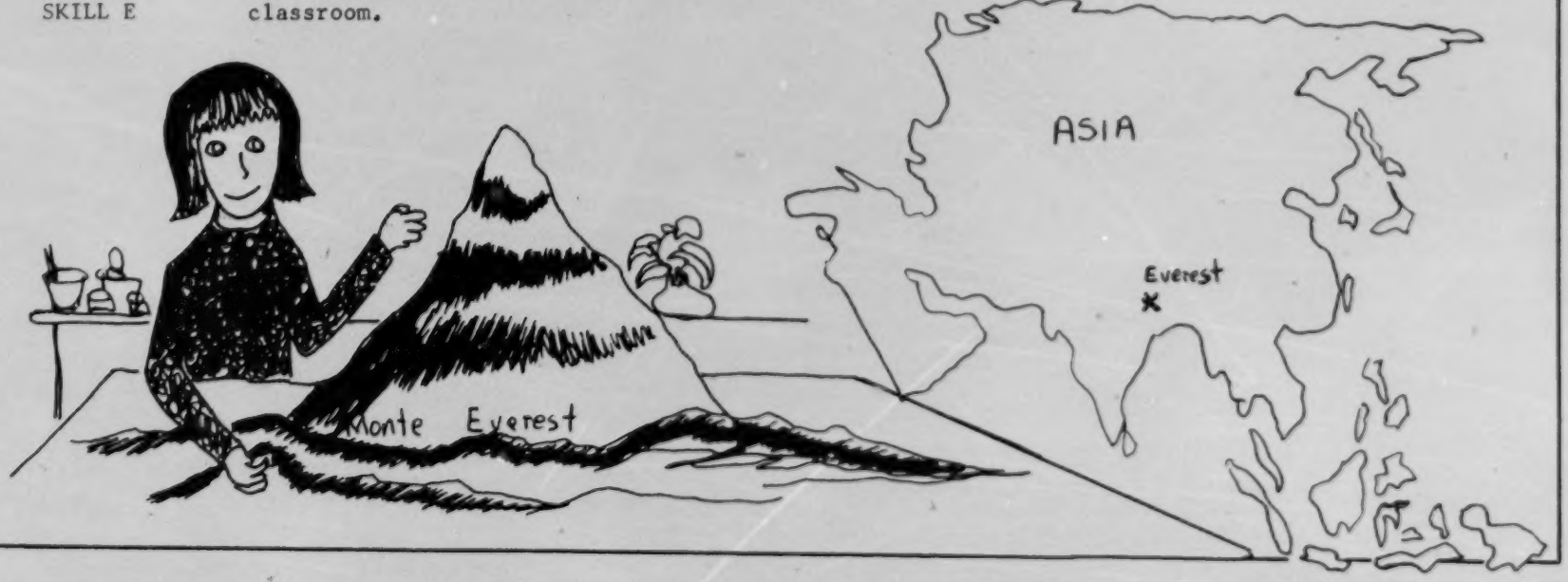
The children will then construct clay models of valleys, mountains and plateaus labelling each appropriately.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT V: ASIA

SKILL E: Is able to name and locate the highest mountain peak in the world.

VOCABULARY: mountain
mountain peak
Mount Everest

FIRST ACTIVITY FOR SKILL E: After the teacher and the children discuss Mount Everest, the highest mountain peak in the world and its location, the children will construct a clay model of Mount Everest and locate it on a map of Asia. Pictures of Mount Everest should be provided to bring the mountain into the classroom.



## UNIT VI: ESKIMOS

SKILL A: Is able to list the different zones in which the Eskimos live.

SKILL B: Is able to explain how climate affects clothing, housing, food, occupations, transportation and communication.

SKILL C: Is able to list the sources of food that are available with different seasonal climatic conditions.

SKILL D: Is able to explain why and how the Eskimos prepare themselves for the winter season.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT VI: ESKIMOS

SKILL A: Is able to list the different zones in which the Eskimos live.

VOCABULARY: Eskimo, Igloo, Arctic

FIRST ACTIVITY FOR SKILL A

The teacher will explain to the class the kind of climate in which Eskimos generally live. The class can then discuss where these climates are and the different locations where Eskimos live. Based on information obtained from an encyclopedia, the teacher can place a list of countries and areas within countries where Eskimos live. The children will locate these places on a globe or a map of the Arctic regions. They can make small signs which can be placed on the globe or map indicating where the Eskimos live. The signs can say, "Aquí viven los esquimales."

"Aqui viven los esquimales"

① Alaska

② Groenlandia

③ Estrecho de Bering

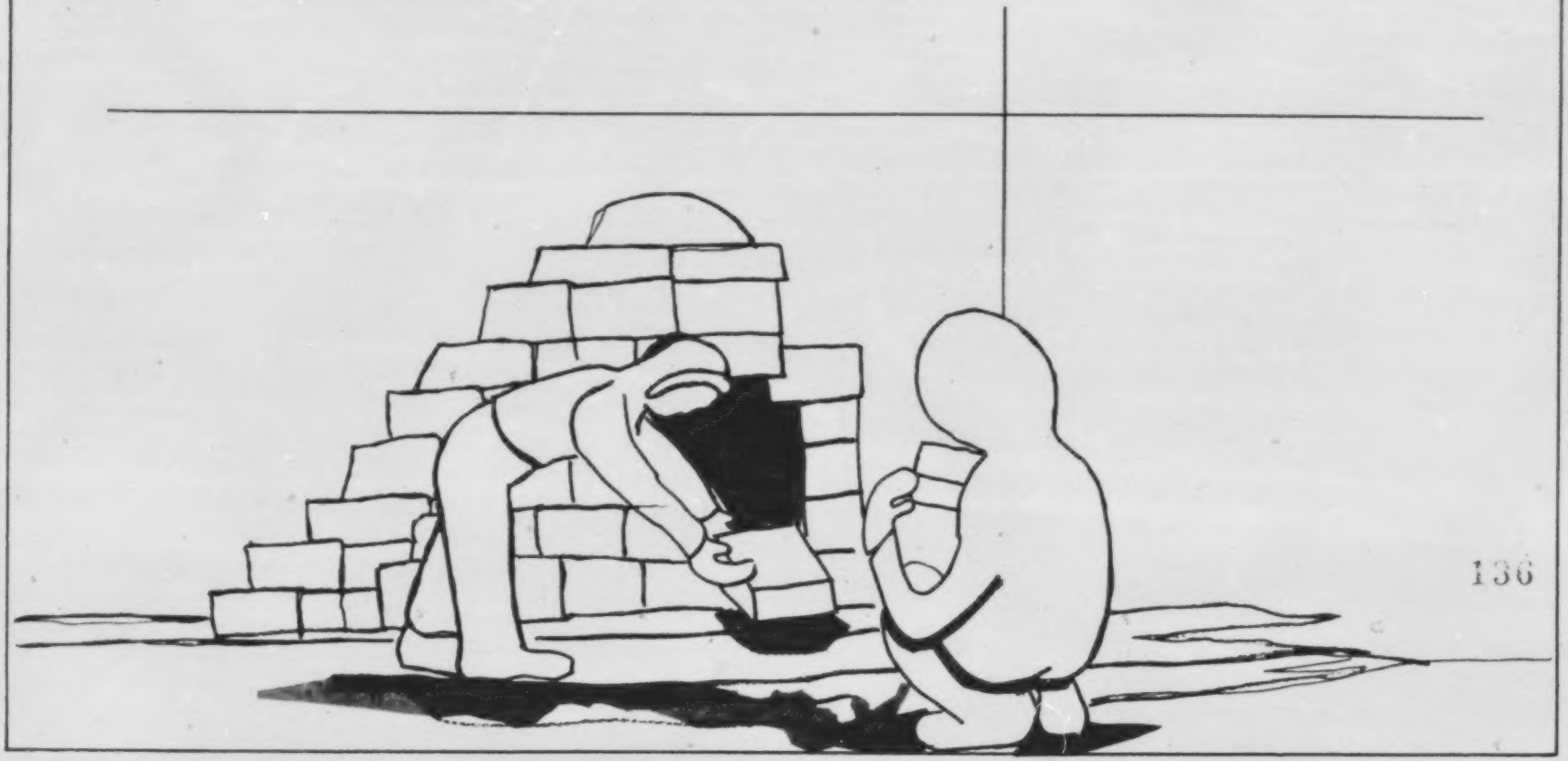
④

⑤

SECOND ACTIVITY FOR SKILL A

Pictures of igloos can be shown to the class accompanied by a discussion concerning the function and purpose of an igloo. Encyclopedias provide a useful tool in answering questions such as: "How Eskimos keep warm in a house made of ice?" or "Why don't they construct houses from wood?"

The class can construct an igloo using blocks of icy snow, if weather permits, or they can create an igloo using snow balls as shown in the illustration below. A canvas covering can be added to provide a roof for the igloo. The children can take turns entering the igloo and determining why the igloo is a good house for the Eskimo and what other materials are useful to keep warm in their climate.



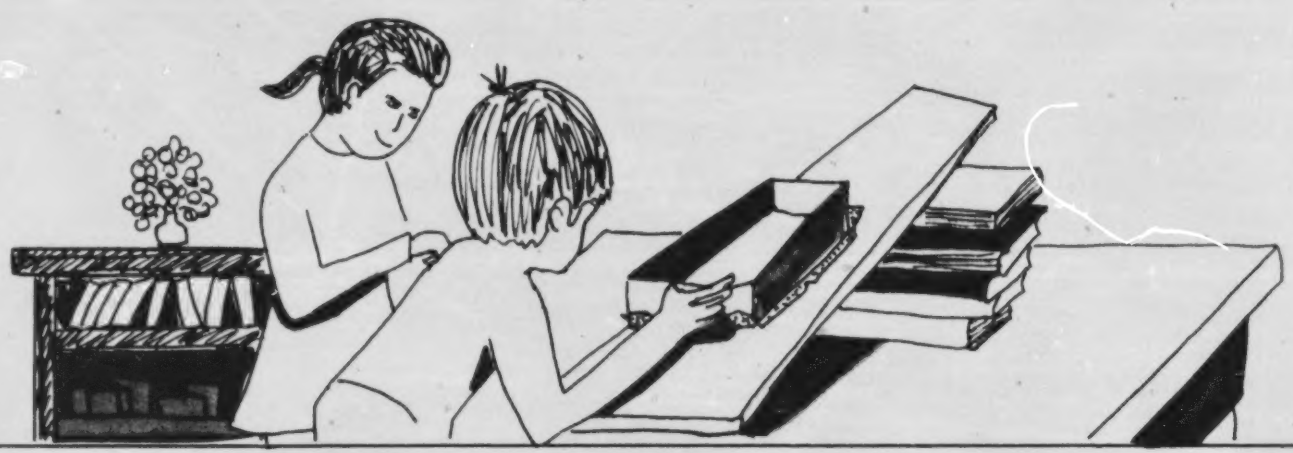
SKILL B: Is able to explain how climate affects types of food, transportation and communication.

VOCABULARY: dog sled
kayaks
limiaks
seal skin
fresh water

FIRST ACTIVITY FOR SKILL B

The teacher will explain and show pictures of the types of transportation used by Eskimos. The Eskimos knew that smooth things slide more easily than rough things do.

The teacher can make an experiment. She will tape a piece of sandpaper to the bottom of an empty covered cigar box. This is now the rough side of the box. Children will push the box, rough side down, across an old table cloth. Then the children will push the box, smooth side down, across the cloth. The children will discuss observations.



SECOND ACTIVITY FOR SKILL B

The teacher will show the children pictures with different types of boats including the "kayaks" for one man to row and the "limiaks" that could hold many Eskimos.

The children will make a model of a waterproof boat. They will build a simple frame in the shape of a boat. They will use thin strips of wood or wire to do this. They will cover the outside of the frame with a single piece of aluminum foil. Then they can sail their boats in a tub of water.

The Eskimos used the sealskins to make their boats waterproof.

THIRD ACTIVITY FOR SKILL B

The teacher will explain how Eskimos could get drinking water from salty water.

The children will use heat to help them. Put three tablespoons of salt into a clean saucepan half full of water. Stir the mixture until the salt dissolves. They can taste the water. Then they can put a dry cover on the saucepan and boil the salt water.

After a few minutes, take off the cover and put it on the table, upside down. The children can see the water on the cover.

Let the cover cool off. The children can taste the water on the cover. It is fresh water. The water that boils off from the salty water is good for drinking water. The Eskimos also melted ice for drinking water.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT VI: ESKIMOS

SKILL C: Is able to list the sources of food that are available with different seasonal climatic conditions.

VOCABULARY: fish
seal
elk

FIRST ACTIVITY FOR SKILL C: The teacher will show pictures of different foods that Eskimos eat during different times of the year. These foods can be listed on the board. Then each child will make two pictures. One will be a picture of a dinner table with the kinds of foods that the Eskimos would most likely eat in the winter time. The other will be a picture of a dinner table for the summer time.

SKILL D: Is able to explain why and how the Eskimos prepare themselves for the winter season.

VOCABULARY:
clothing
storage
moving
migration
shelter

FIRST ACTIVITY FOR SKILL D

The class will look up information in an encyclopedia about how and why Eskimos prepare for the winter.

The children will make a comparison chart of how they prepare for the winter season and how the Eskimos prepare for the winter seasons.

A team of children can make a presentation of an Eskimo family preparing itself for the winter months.

## UNIT VII: AMERICAN INDIAN

SKILL A: Is able to list and recognize major Indian tribes.

SKILL B: Is able to locate areas where the major North American Indian groups lived.

SKILL C: Is able to recognize typical foods of the American Indian.

SKILL D: Is able to discuss the customs and ceremonies common to different Indian groups.

SKILL E: Is able to identify and understand Indian picture writing as a means of communication.

SOCIAL STUDIES CURRICULUM FOR GRADE THREE — UNIT VII: AMERICAN INDIAN

| | | | |
|---|---|---|---|
| SKILL A: | Is able to list and recognize major Indian tribes. | VOCABULARY: | Indian tribe<br>village<br>territory |

| | |
|---|---|
| FIRST ACTIVITY FOR SKILL A | The teacher will provide information, books and materials related to the major Indian tribes (names, locations, costumes, etc.). Each child will choose a particular Indian tribe and find more information concerning that particular tribe. Each child can construct a brief report on the information they have found on that tribe. |
| SECOND ACTIVITY FOR SKILL A | If some type of Indian exhibit is available in the area, the teacher should plan a class trip to visit the exhibit. The children should be encouraged to take notes and draw pictures of the things they see at the exhibit. |

MAJOR INDIAN TRIBES
chinook
Haida
Bellacoola
Huda
Pomo
miwok
UTE
Paiute
Navajo
Havasupai
Mohave
Walapai
Apache
Pima
Yuma
Hopi
Arapaho
cheyenne
Kickapoo
Sioux
Iowa
Kiowa
Comanche
Wichita
Ponca
Pawnee
Missouri
Huron
Sauk fox
Iroquios
miami
Erie
Shawnee
Micmac
onondaga
mohawk
oneida
mohegan
Massachuset
narranganset
Pequot
Seneca
Susquehanna
Delaware
Powhatan
Tuscarora
catawba
Yuchi
cheroqee
apalachee
Seminole

152

153

THIRD ACTIVITY FOR SKILL A

Given specific Indian tribes, the children may be divided into groups to prepare an Indian village common of that specific tribe. Paper maché, toothpicks, sticks, etc. can be used to create various Indian villages thus demonstrating the differences in life style of these major Indian tribes.

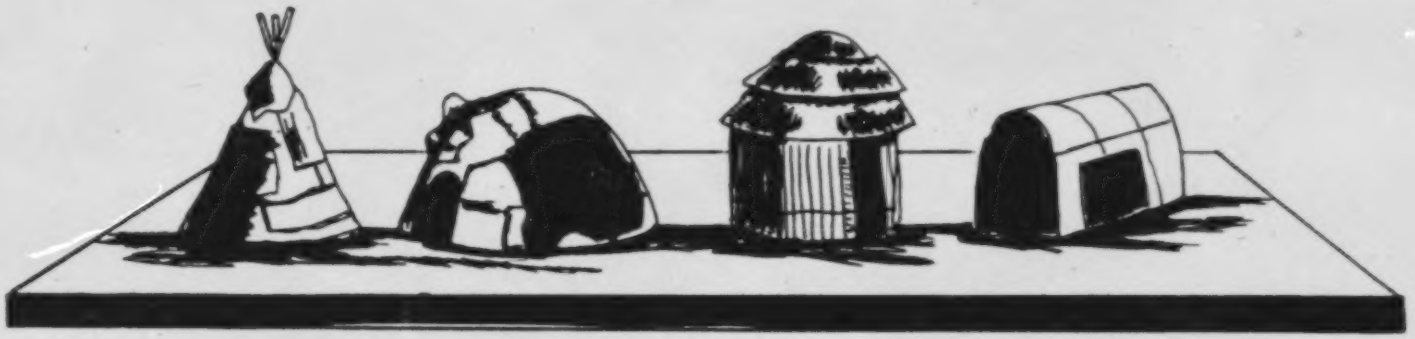
154

155

SKILL B: Is able to locate areas where the major North American Indian groups lived.

VOCABULARY: tepee
wigwam

FIRST ACTIVITY FOR SKILL B: The children will construct models of the homes of the different Indian tribes. These models will be located on a map of the United States laid out on a table.



SECOND ACTIVITY FOR SKILL B

## HOW TO CONSTRUCT A TEPEE

Use a 10" square block of wood or styrofoam for the base. Cut ten sticks 15" long. Set them up and tie them together near the top.

Figure 1

Enlarge the figure shown below and draw it on chamois or fabric. Make holes near the edge of the fabric as shown. Paint on designs.

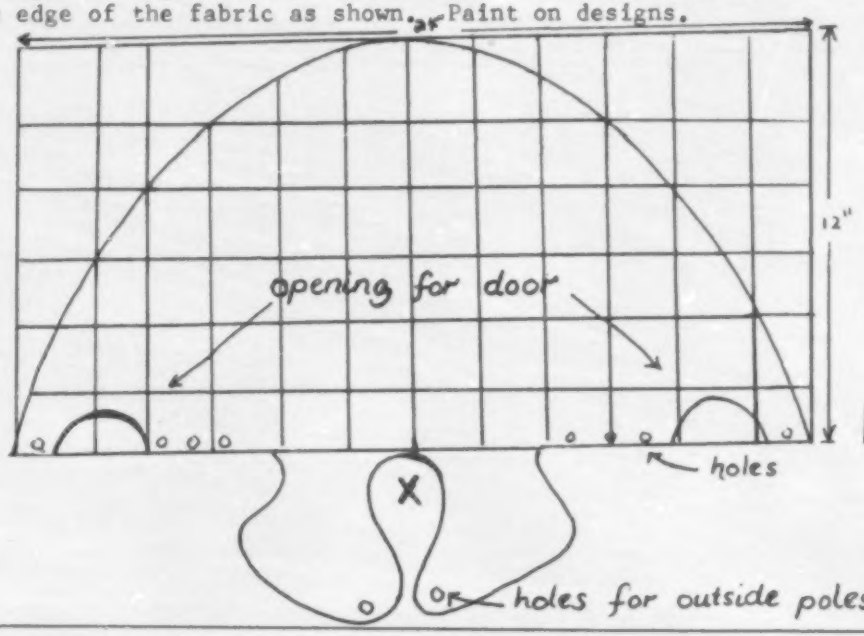



Figure 2

Shape the fabric around the sticks and hold it together with pins or toothpicks.

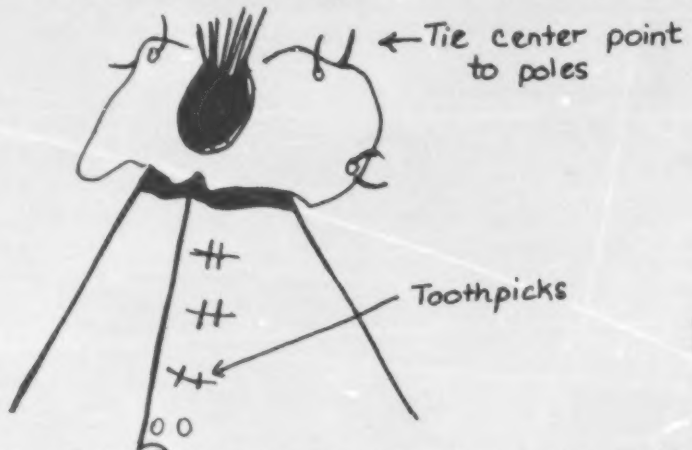



Figure 3

Adjust the poles to make the fabric taut. Glue the end of each pole to the base. Peg the fabric down on the outside by hammering nails through it. Add the two smoke hole poles and a fabric door covering.

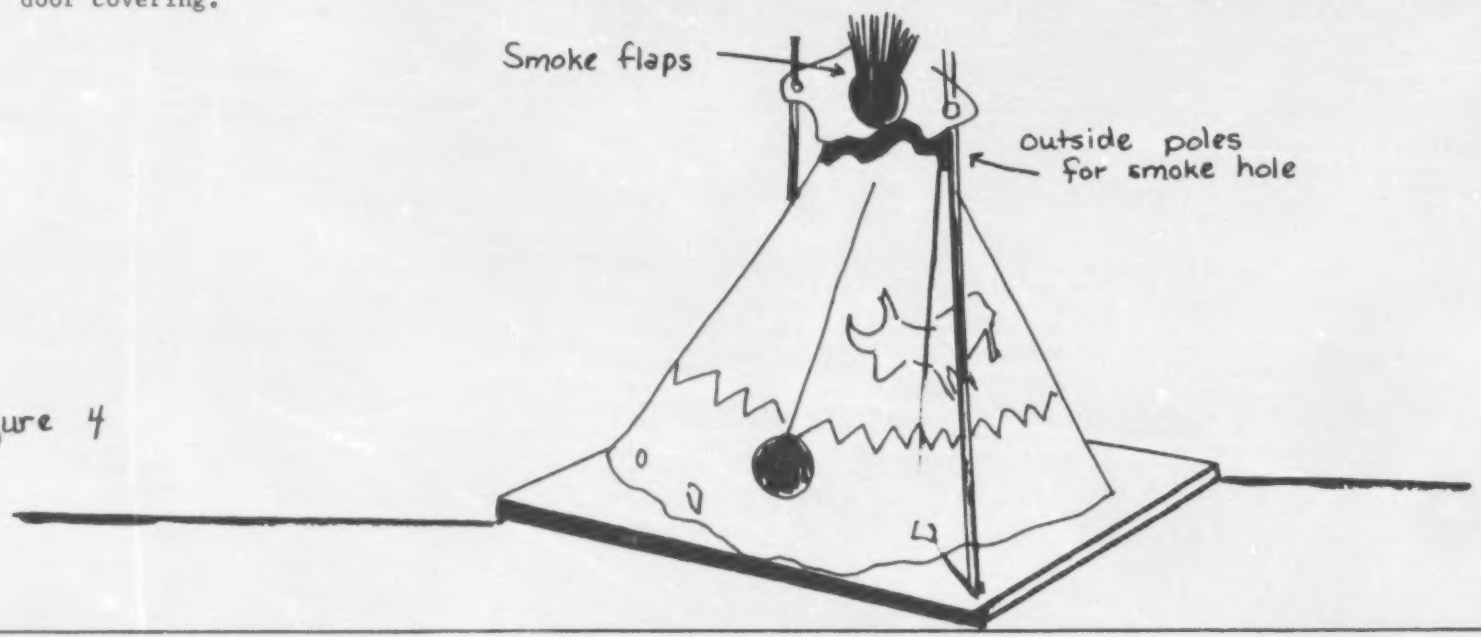



Figure 4

THIRD ACTIVITY FOR SKILL B

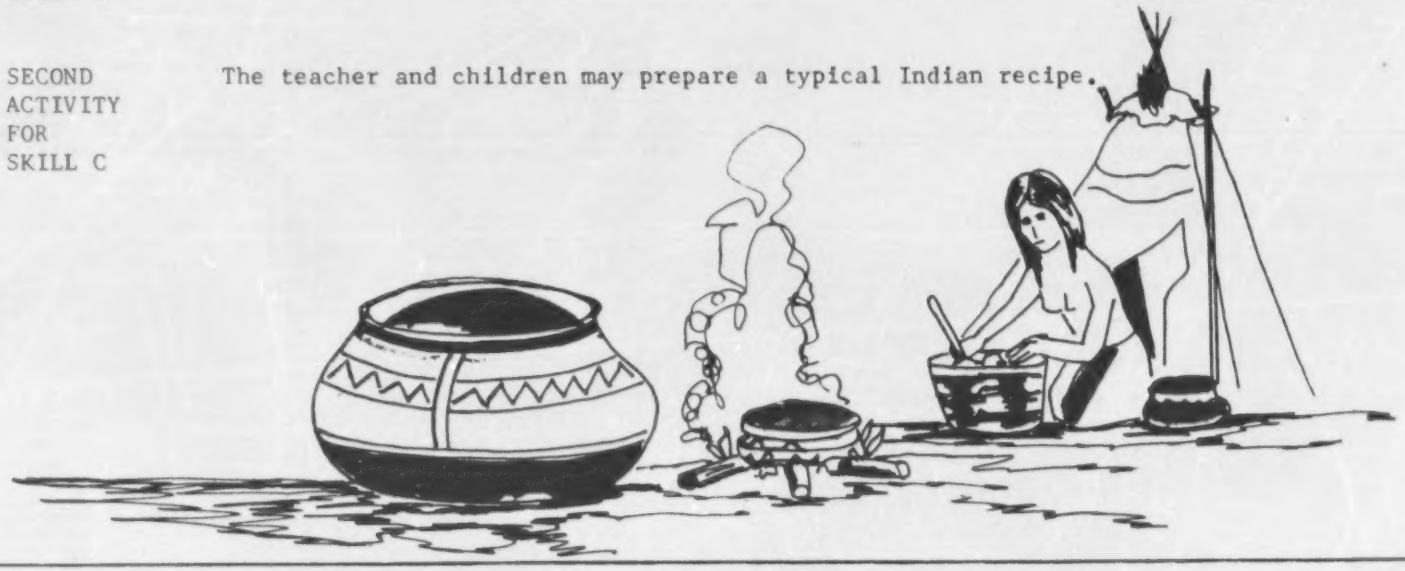
Enlarging the tepee pattern in the preceding activity, the children, as a group, can construct a large tepee for the classroom using a sheet for the covering and large sticks for the frame. This exhibit will provide first-hand experience in constructing a tepee. Instructions on how to make a tepee can be written by the students to share with the school.

SKILL C: Is able to recognize typical foods of the American Indians.

VOCABULARY: recipe

FIRST ACTIVITY FOR SKILL C: The children can make a recipe booklet consisting of various foods common to the American Indian. Libraries are a good source for obtaining recipes of Indian foods.

SECOND ACTIVITY FOR SKILL C: The teacher and children may prepare a typical Indian recipe.

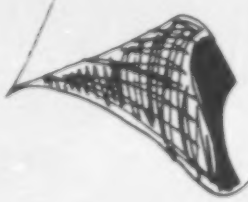


SECOND ACTIVITY FOR SKILL C:

RECIPES

Corn Bread - Corn bread was made by mixing the meal with water to form a stiff dough. Salt was added, and the dough, formed in thick cakes, was baked in the coals. Southwest water - like corn bread, known to the Hopi as piki, is baked on smooth flat griddle stones that have been well greased with salted suet. Two kinds of batter are used in making these cakes - a thin paste mixed in hot water and a thicker paste mixed with cold water. A spoonful of the hot batter is placed on the stove and the same quantity of the cold batter is immediately poured over it. These cakes bake in about 30 seconds, and can be peeled off the baking stone almost as soon as the batter has been spread on it.

Puddings - A pudding was sometimes made of pumpkin or squash pared and quartered and boiled with apples and maple sugar. Another was made from popped corn and chestnuts pounded together and boiled with maple sugar. In the spring all of the Northern tribes made quantities of maple sugar. The sap was collected in bark buckets and boiled down in the way now used by the white men. Sugar-making time was a happy one for all the people, but it was especially looked forward to by the children, who were always allowed to boil candy and pour it on the snow to cool.

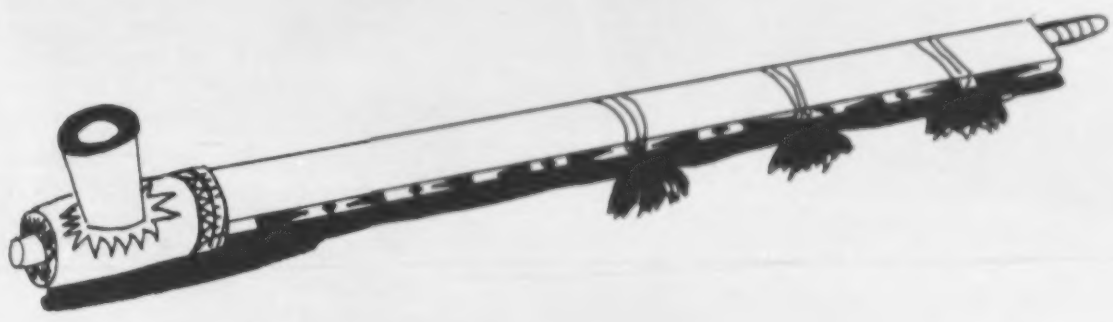


SKILL D: Is able to discuss the customs and ceremonies common to different Indian groups.

VOCABULARY: customs
ceremonies
peace pipe

FIRST ACTIVITY FOR SKILL D

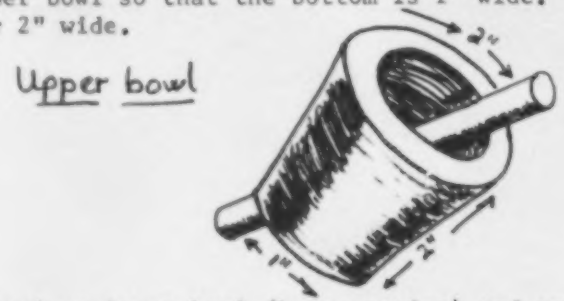
The class should research information concerning some of the types of ceremonies that different Indian tribes performed. Once they have collected this information they can prepare some models of the cermonial items the Indians would have used. For example, they could make a peace pipe as illustrated.



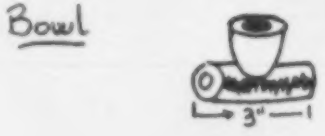
TO MAKE A FOX TRIBE PEACE TRIBE

1. To make the lower bowl, roll a piece of clay around a four inch length of plastic soda straw. Scoop a round hole out of the side of this lower bowl.

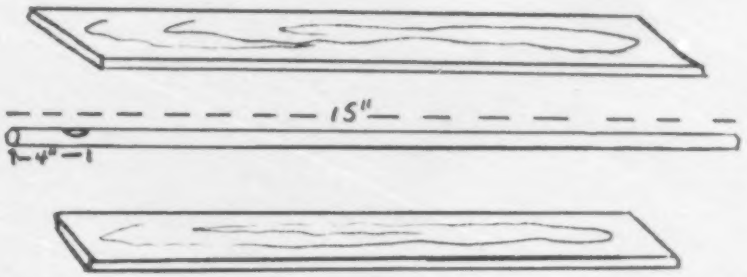
2. Shape the upper bowl so that the bottom is 1" wide. Scoop a round hole at the opening approximately 2" wide.




3. Place upper bowl on lower bowl (base section) and smooth joints together. Allow to dry thoroughly. Remove straws.

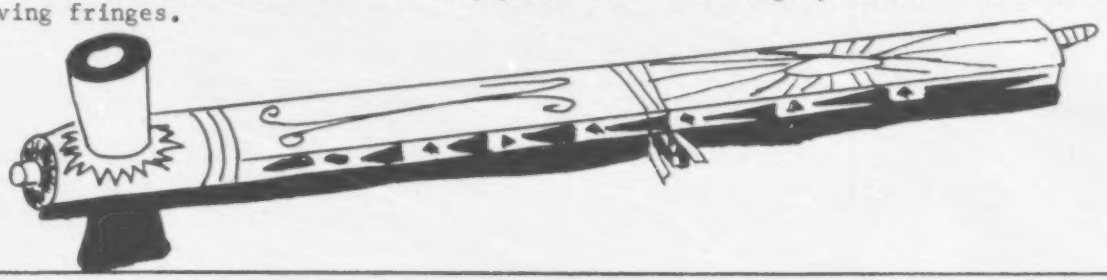


4. For the stem, insert two plastic straws together to create a 15" length. Cut a piece of thin wood ½" x 12" and position straws on this base leaving a 4" overlap.




5. Roll out a strip of clay and cover the straws on the base. Make sure the clay holds securely over the edges. Let dry.

6. Insert the overlapping end of the straw into the base of the bowl. Make a hole through to to the upper bowl. Glue the two units together and paint dark red. (Use oil or latex paint if you want to use this for a bubble pipe.) Paint on designs, wind on the raffia on the stem, leaving fringes.



SKILL E: Is able to identify and understand Indian picture writing as a means of communication.

VOCABULARY:
sign
symbol
language
writing
communication
translation
decode

FIRST ACTIVITY FOR SKILL E

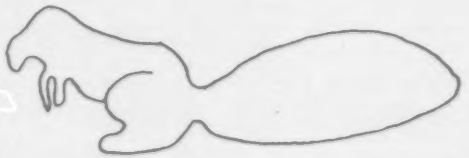
The teacher will present a chart or dictionary similar to the one on the following pages which can be utilized to translate Indian symbol language to English. The children can then be given a letter in Indian symbol writing which they can decode to English using their Indian dictionary.

The children can then communicate among themselves using the Indian picture writing system.

INDIAN DICTIONARY ITEMS

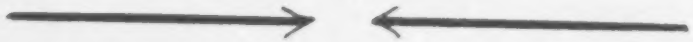
Greeting (Greetings)
Hand extended.

Beaver
Indicated by a large, flat tail.

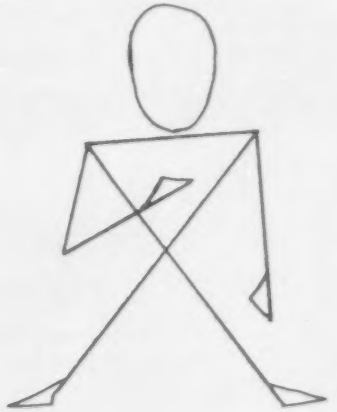




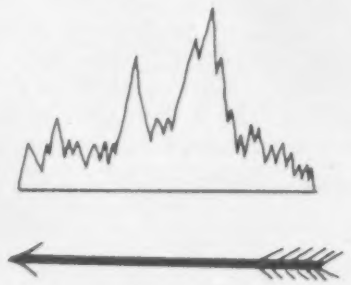
Meet
Arrows coming together from opposite directions.



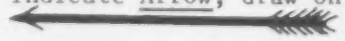
I (Me, My, Mine)
The figure is pointing to himself.



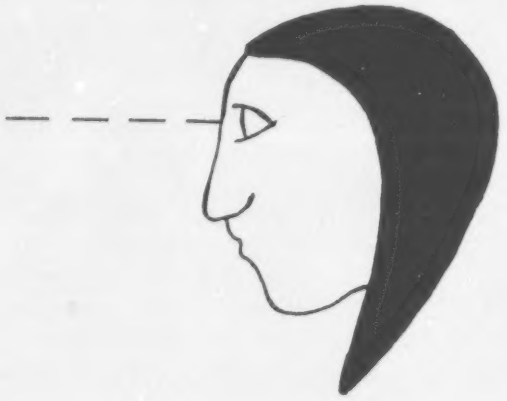
Fire (Flame, Flaming)



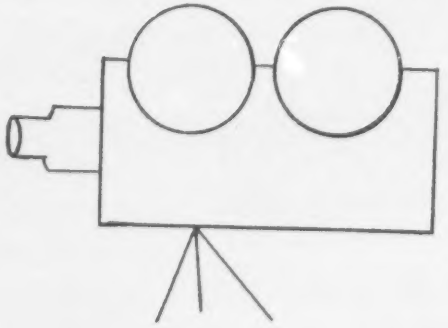
War
Arrows going opposite directions.
To indicate Arrow, draw only one.



See (saw, looked)
Lines from eyes indicate sight.

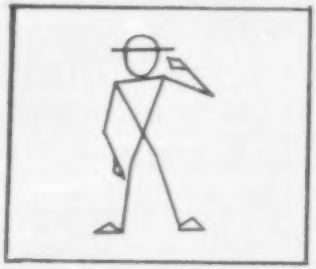


Motion Picture (movie)
Indicated by camera

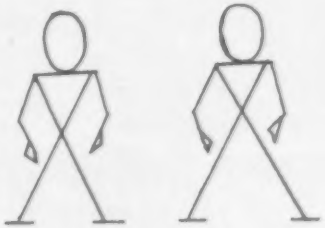


In (At) My House

The figure is pointing to himself.



We (Us, They)



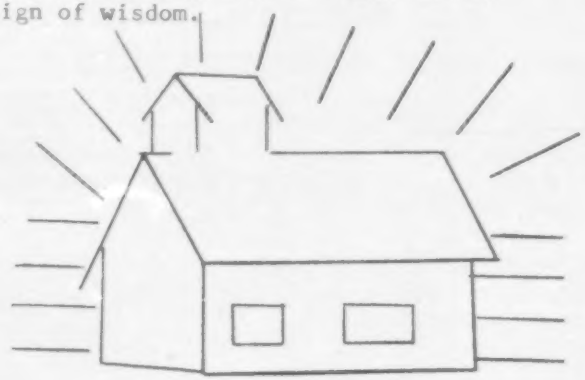
Rest

The double lines are used in place of a period to indicate the end of a sentence.

Walk (Go, Went)

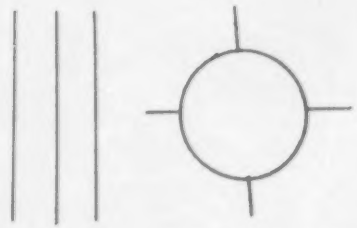
After
The oval is drawn to the right of the line.

Schoolhouse (School)
Lines radiating from the roof are a sign of wisdom.

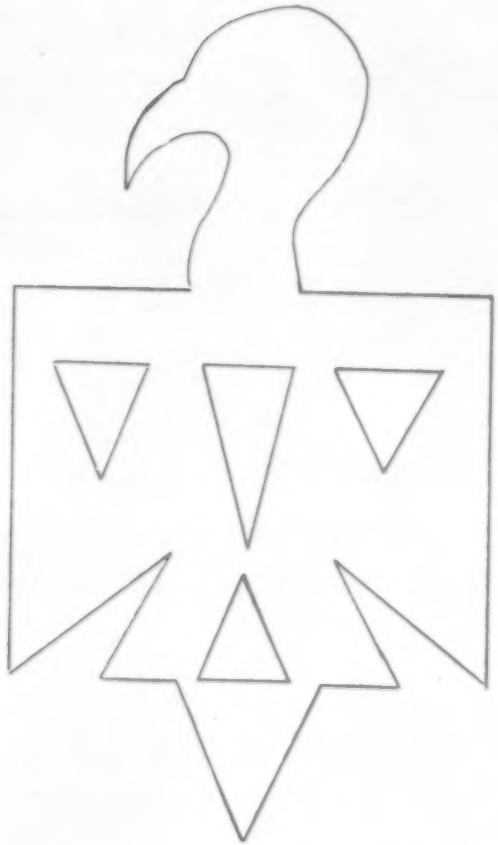




Third Day
This symbol is used to indicate the day and how many.



May
The planting moon indicated by a planting stick which is used to make holes for seeds.



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Thunderbird
A mythical bird supposed to cause thunder and lightning.

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